

Inspection Annual Report

2024/25

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Quality Assurance Division
Education Bureau



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1.1 Strengthening school accountability and enhancing transparency in management

- The Education Bureau (EDB) introduced the School Development and Accountability (SDA) framework in the 2003/04 school year to support schools in implementing school-based management and, through the “Planning–Implementation–Evaluation” (P-I-E) cycle for school self-evaluation (SSE)¹, to promote continuous improvement, strengthen the spirit of accountability and enhance transparency in management, with a view to driving schools to fulfil their responsibility of providing quality education. Inspections (including External School Review (ESR) and Focus Inspection) have been conducted in a school-specific and focused manner to validate schools’ SSE effectiveness and to provide feedback and recommendations for improvement, thereby facilitating their continuous development.

1.2 Implementation of the enhanced School Development and Accountability framework

- Since November 2022, EDB has implemented the enhanced SDA framework². Under the enhanced SDA framework, when conducting SSE, schools are required to focus on student learning outcomes (see Picture 1), making integrative use of different SSE information and data to holistically evaluate the effectiveness of their work in promoting students’ whole-person development, so as to better inform planning. To support schools in implementing the enhanced SDA framework, we have continuously organised a series of professional development activities. In addition to workshops and sharing sessions, we have also formed the Learning Circle for publicly-funded primary, secondary and special schools, with a view to promoting professional exchange on the implementation of the enhanced SDA framework. Online self-learning courses have also been launched to help school personnel

Picture 1



¹ Emphasis is placed on the concept of P-I-E cycle for SSE. Through self-evaluation, schools plan and set their development direction and priorities in accordance with Hong Kong’s aims of education and latest trends of education development, school context, as well as students’ needs. Schools then consolidate the experience they have gained through implementation and evaluation to inform planning of the next development cycle, so that under this ongoing cyclical process, they are able to achieve self-improvement and sustainable development.

² <https://www.edb.gov.hk/attachment/en/sch-admin/sch-quality-assurance/circulars-letter/EDBC22015EN.pdf>



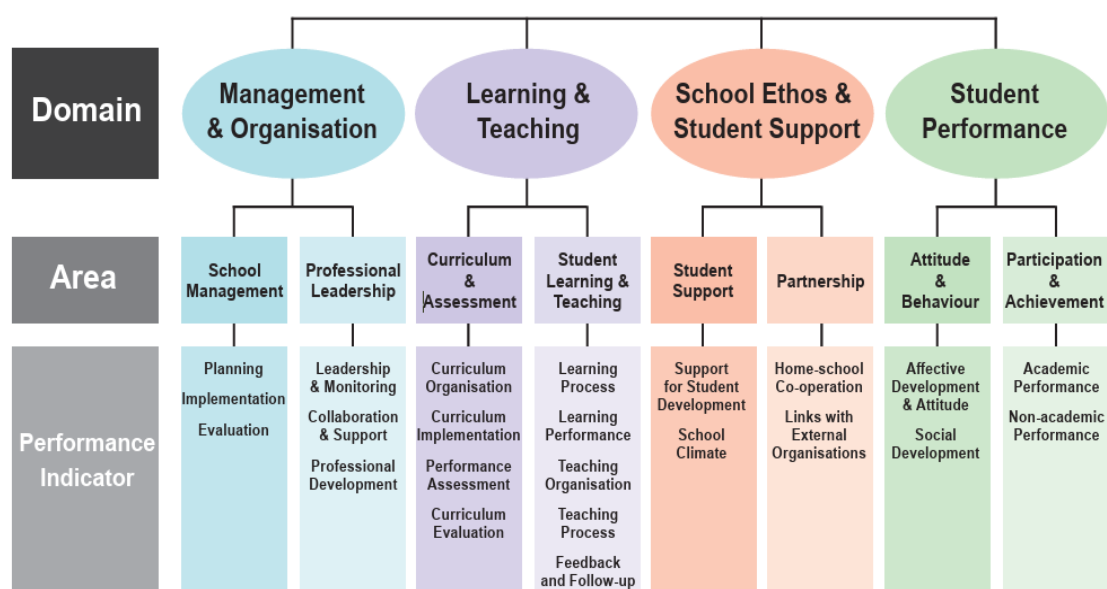
understand the concept of the enhanced SDA framework and strengthen the effectiveness of SSE. Starting from the 2023/24 school year, EDB has uploaded the concluding chapters of ESR reports to the EDB website³ and has also encouraged schools to upload the full ESR reports to their own school websites for public information, thereby further enhancing transparency in school management and realising the spirit of accountability.

1.3 Conducting SSE with reference to *Performance Indicators for Hong Kong Schools*

- *Performance Indicators for Hong Kong Schools*⁴ is an important tool developed to support the implementation of the SDA framework. It assists schools in systematically reviewing their work effectiveness based on relevant evidence. The set of performance indicators (PI) is divided into four domains, namely Domain 1 “Management and Organisation”, Domain 2 “Learning and Teaching”, Domain 3 “School Ethos and Student Support” and Domain 4 “Student Performance”. These four domains are further divided into eight areas, with a total of 23 PI (see Picture 2). Each PI consists of “focus questions”, providing school personnel with directions

Picture 2

Framework of Performance Indicators



³ <https://www.edb.gov.hk/en/sch-admin/sch-quality-assurance/reports/esr-report/index.html>

⁴ https://www.edb.gov.hk/attachment/en/sch-admin/sch-quality-assurance/performance-indicators/2022_Performance%20Indicators_Eng.pdf

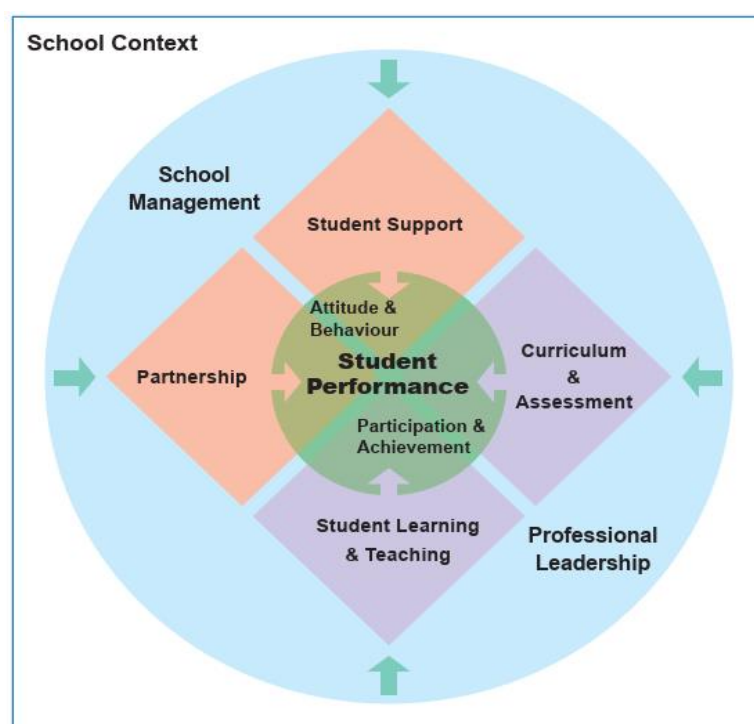


for reviewing work effectiveness. In addition, evidence of performance is provided under each PI area in Domains 1, 2 and 3 for schools' reference in conducting SSE.

- Under the enhanced SDA framework, when implementing the P-I-E cycle for SSE, schools should first and foremost take student learning outcomes into account. In line with the rationale for PI (see Picture 3), in order to enhance Domain 4 “Student Performance” (including the two areas “Attitude and Behaviour” and “Participation and Achievement”), schools need to ensure that Domain 2 “Learning and Teaching” (including the two areas “Curriculum and Assessment” and “Student Learning and Teaching”) and Domain 3 “School Ethos and Student Support” (including the two areas “Student Support” and “Partnership”) complement each other effectively, so that appropriate learning experiences can be provided within and beyond the classroom to foster students' whole-person development. As for Domain 1, quality “Management and Organisation” (including the two areas “School Management” and “Professional Leadership”) can effectively promote the implementation and evaluation of work related to Domains 2 and 3. Schools should also fully consider their own context and systematically use the P-I-E cycle for SSE to achieve self-improvement and sustainable development. This also reflects the core rationale for PI — **school performance in the four domains is interrelated**, representing that, by nature, they are **closely intertwined**. Moreover, in driving schools' sustainable development, the school management's role in **Domain 1 “Management and Organisation”**, which covers school management and professional leadership, is of **paramount importance**.

Picture 3

The Rationale of PI



1.4 Holistic analysis of the effectiveness of school development work across Domains

- In the 2024/25 school year, EDB conducted inspections in 235 primary, secondary and special schools (refer to Appendices 1 and 2). According to the three-year development plans of these schools, most schools have incorporated enhancing students' self-directed learning capabilities, strengthening their sense of national identity, promoting STEAM and digital education, cultivating a healthy lifestyle, and enhancing students' mental health (see Picture 4) into their major concerns or related implementation strategies, with the aim of fostering students' whole-person development. This report presents the major findings of inspections in the 2024/25 school year, provides a comprehensive analysis of the implementation of schools' SSE and major concerns, and identifies areas for further improvement. At the same time, it showcases good practices for schools' reference in their pursuit of continuous improvement, with a view to working together to advance the quality development of primary and secondary education in Hong Kong.

Picture 4



2.1 Effectiveness of SSE

Overall school performance

- Since the implementation of the enhanced SDA framework in November 2022, schools' performance in Domain 1 "Management and Organisation" has continued to improve, with good progress made in the ongoing refinement of SSE work.
- Schools generally have clear development directions, with major concerns aligned with educational development trends, and are able to formulate school development plans according to their own contexts and students' needs. Overall, they can also properly follow up on the recommendations from the previous ESR report, including progressively enhancing school management, curriculum planning and student support. At the end of the previous development cycle (normally spanning three years), most schools engaged all teachers in formulating the subsequent development plan through staff meetings, as well as meetings at different levels. This open and transparent process helped build consensus.
- In implementing major concerns, the school management, in most cases, is able to deploy internal resources flexibly or proactively introduce external resources to provide impetus for development tasks. For example, they make good use of support from the school sponsoring body to arrange ongoing, targeted professional development activities for teachers, demonstrating leadership, enhancing teachers' professional capacity, and monitoring the progress and effectiveness of the work in a timely manner. Schools also draw on support programmes from EDB and tertiary institutions to enhance lesson design and improve learning and teaching effectiveness. In addition, they leverage stakeholders' concerted efforts to implement priority tasks. Examples include suitably mobilising parents to co-organise thematic festive activities, or inviting alumni to provide students with a variety of life planning activities, namely workplace visits and career sharing, to broaden students' horizons. As for the school management who excels at coordinating collaboration among subject panels and committees, they focus closely on the major concerns and maintain strong communication with subject panels and committees, thereby effectively promoting collaboration in the design of cross-curricular learning activities or project learning, and integrating common learning elements such as values education. This enables students to learn more effectively and in greater depth.
- Compared with the previous school year (2023/24)⁵, schools' evaluation work

⁵ EDB conducted inspections in 235 schools in the previous and the current school years respectively. The related comparisons and analyses only reflect the circumstances of these particular schools and should be interpreted with this limitation in mind.

has been improved this school year, with less emphasis placed on the extent of task completion and more on student learning outcomes. Moreover, schools attach more importance to the use of data than last year and are generally able to make good use of SSE tools provided by EDB to collect and analyse data, including making use of the Assessment Program for Affective and Social Outcomes (APASO) to gain an initial understanding of students' self-perceptions. Under the positive impact of the enhanced SDA framework, schools also assign teachers or task groups to analyse data and keep teaching staff informed of the findings in a timely manner, which facilitates collaborative discussions on the school's future development directions.

- Building on the existing foundation, schools could further utilise data and information to triangulate student performance when evaluating work effectiveness, so as to understand the implementation of programme plans from multiple perspectives. Based on the evaluation findings, schools can formulate the development focuses for the next stage, thereby continuously improving planning effectiveness. Furthermore, at the planning stage, if schools formulate concrete expected learning outcomes alongside their targets, this will better enable subject panels and committees to focus on the targets when evaluating work effectiveness in the future.

Good practice example

- ☺ A primary school has holistically planned its development work with **clear goals and concrete expected learning outcomes**, thereby effectively facilitating implementation and review of the work. In planning values education, the school management first led the teaching team in conducting in-depth discussions and, based on students' needs, formulated six school-based priority values for cultivation, including gratitude, perseverance and commitment. Each value was designated as an annual theme, with one highlighted in each school year. Subsequently, the school management guided teachers to carefully analyse the connections among these six school-based priority values, the school motto, the core values of the school sponsoring body, and the priority values and attitudes promoted by EDB. This enabled them to explain the meaning of each value from religious and Chinese cultural perspectives, with a view to deepening students' understanding. After discussion, in order to build consensus and jointly cultivate the relevant values in students, the teaching team outlined clear behavioural manifestations for each value. Taking "commitment" – a school-based core value – as an example, the school clearly stated its expectations for students' good behaviour from three dimensions (see table below). Subject panels and committees shared a common understanding of the expected learning outcomes, which was conducive to collaborative implementation and evaluation of the relevant work.

Dimension	Expected Learning Outcomes
Personal	👍 Setting learning objectives, identifying factors contributing to success or failure, overcoming difficulties, and bravely facing challenges to realise one's aspirations and goals.
Social	👍 Not putting one's own interests first, delighting in helping family members and those close by (neighbours, schoolmates and teachers), making others happier.
National	👍 Willingly contributing one's own strength to the national security and prosperous development of our country.

2.2 Implementation of schools' major concerns

- This school year, schools' major concerns mainly revolve around enhancing students' self-directed learning capabilities, strengthening their sense of national identity, promoting STEAM and digital education, and fostering a healthy lifestyle. In Sections 2.2.1 to 2.2.4, we provide a comprehensive analysis and account of the implementation of schools' major concerns and the areas for further improvement, thereby illustrating the interconnected and mutually influential nature of the four domains. Good practices are also showcased for schools' reference in their pursuit of continuous improvement.

2.2.1 Overall curriculum planning and self-directed learning

Overall school performance

- As always, schools actively respond to educational and curriculum development trends by putting into practice the requirements of various curricula and guidelines and continuously refining curriculum planning and implementation, assessment and other aspects of learning and teaching to help students build a solid knowledge foundation. They also meticulously plan life-wide learning activities that enable students to learn in authentic contexts, fostering their interests and potential in a relaxed and enjoyable atmosphere. To further promote students' whole-person development, most secondary schools are moving towards greater balance in their junior secondary (JS) curriculum to lay a solid knowledge foundation for students, including optimising the learning content of the Personal, Social and Humanities Education Key Learning Area (KLA) and the Technology Education KLA according to students' needs. Schools monitor and evaluate curriculum implementation through various means, such as reviewing students' work, conducting lesson observation and examining assessment data. They proactively seek improvement, formulate appropriate follow-up measures, and

use the findings to inform curriculum planning and learning and teaching strategies, thereby continuously enhancing the teaching quality.

- In nurturing students' biliterate and trilingual capabilities, schools strive to create a conducive language environment. Most schools have carefully planned Putonghua learning from Primary 1 to JS level, which helps students master language skills and enhance their understanding of Chinese culture. Schools endeavour to foster an English learning environment by making effective use of the Sayings of Wisdom (SOW) learning and teaching resources⁶, decorating the campus with inspiring English quotes, and organising related activities, such as English song broadcasts and puppet shows, to convey motivational messages. They also actively arrange for students to participate in SOW activities, enabling them to share moments of gratitude in daily life and personal reflections during public events. This effectively builds a positive atmosphere and supports students in applying what they have learnt, thereby enhancing their English proficiency and confidence. In addition to selecting relevant reading materials and videos, schools integrate values education into various learning tasks, like making gratitude cards and role-playing, enabling students to practise proper values and attitudes; or arrange for English ambassadors to share their insights on values including diligence and a sense of responsibility during morning assemblies, and encourage their peers to put them into practice in daily life. Schools also design learning tasks with clear themes to encourage students to express themselves through language. For example, under the theme of nature conservation, students describe endangered animals to deepen their appreciation of nature and awareness of environmental protection.
- Schools have always attached great importance to nurturing students' self-directed learning capabilities. In addition to proactively incorporating relevant elements into various subjects, they employ diverse strategies to enhance students' initiative in learning and self-management skills, thereby helping them establish a foundation for lifelong learning. Among these, promoting reading and nurturing students' reading to learn capabilities are important approaches to fostering self-directed learning, which helps strengthen students' language proficiency, broaden their cross-disciplinary knowledge, and cultivate their critical thinking and problem-solving skills.
- Compared with the previous school year, more schools this year have strengthened design elements such as "organic integration", "natural connection", "diversified strategies", "mutual coordination", "learning within and beyond the classroom" and "whole-school participation" when organising

⁶ For details on "Sayings of Wisdom (SOW)":

<https://www.edb.gov.hk/attachment/en/curriculum-development/kla/eng-edu/SOW/website/home/index.html>



cross-curricular learning and reading activities, thereby creating meaningful learning experiences for students and extending classroom learning.

- Schools provide opportunities for students to set their own learning goals to enhance their sense of ownership of learning, creating a conducive atmosphere for self-directed learning. Some even assist students in using school-based tools, such as self-assessment forms to review their learning progress and outcomes on their own, thereby further nurturing their self-management skills. Life planning education is an important component in promoting students' self-directed learning and personal growth and is also one of the goals of secondary education. The development of this area in secondary schools has reached a fairly mature stage, while most primary schools have also systematically implemented life planning education at the upper primary level. Both primary and secondary schools make dedicated efforts to appropriately integrate relevant elements into learning within and beyond the classroom to help students understand the characteristics of different occupations and guide them to set clear goals as they explore their aspirations. These efforts can enhance students' learning motivation and autonomy.
- To align with the promotion of self-directed learning, teachers proactively apply the concept of “learning time” by assigning various pre-lesson tasks on e-learning platforms before lessons, with in-class follow-up to enhance the effectiveness of classroom learning and teaching. In addition, teachers make deliberate efforts to improve students' learning effectiveness by teaching diversified learning strategies, including the use of thinking tools and note-taking techniques. Students are also observed to appropriately use mind maps, timelines and lists to organise notes, showing gradual improvement in their self-directed learning capabilities. The teaching process is student-centred, with opportunities for students to share their learning with peers on e-learning platforms, which enhances their engagement and initiative in learning.

Good practice examples

- ☺ Schools foster students' self-directed learning through **the promotion of reading**:

- 👍 A primary school organised the “**Delightful Stroll through the Book Street**” activity on its covered playground on “Reading Day”, with upper primary students serving as reading ambassadors who designed posters to showcase their reading outcomes (see Picture 5), or set up stalls to recommend good books to lower primary students (see Pictures 6 and 7). The overall atmosphere was very relaxing, and the cross-level activities (such as quizzes and on-the-spot voting for favourite books) were interactive and fun, encouraging students to explore diversified

Picture 5



reading materials, effectively enhancing their reading interest, nurturing their presentation skills, and establishing a shared reading culture, thereby embodying the ethos of “passing the torch and sharing good books”.

Picture 6



Picture 7



- 👍 A secondary school has built a vibrant reading culture through collaboration between subject panels and committees and diverse strategies, particularly by introducing **“Reading with Questions”** tasks, which have broadened students’ reading scope while enhancing their reading interest, skills and problem-solving abilities (see table below):

Strategy / Activity	Key Features	Purpose and Effectiveness
Making good use of campus space	“Reading Corridors” are set up on different floors, with books of various themes to create a reading atmosphere	Attracting students to read proactively outside class time and cultivating good reading habits
“Read High” Cross-curricular Reading Programme	Each subject panel provides reading passages or materials related to the curriculum; for example, the Mathematics panel selects an article on bleach dilution and pairs it with related mathematical problems, enabling students to understand the practical application of mathematics in daily life through reading	Promoting cross-curricular integration, developing students’ reading to learn capabilities, and enhancing their thinking skills

“Reading with Questions” Tasks	Students first read the designated books, then go on visits or field trips with questions in mind; for example, before hiking in Hung Mui Kuk, they read <i>Mountaineering Food</i> and <i>Hong Kong Mountain Trails</i> , pondering which food is most convenient and energy-boosting, and what to prepare before hiking	Extending reading to real-life contexts, enhancing students’ inquiry and problem-solving abilities, enabling them to apply acquired knowledge in life, and promoting interdisciplinary learning
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- ☺ A primary school has leveraged **collaborative planning by subject panels and committees to organise cross-curricular learning and reading activities within and beyond the classroom, achieving synergy** and effectively promoting self-directed learning. Students are able to connect knowledge across subjects, greatly enhancing their motivation to learn and making learning more interesting and meaningful. For example, in Primary 4, with the theme “Decisive Architects”, the school has deepened and extended student learning (see table below):

Learning Objectives	 To enable students to learn about Hong Kong’s famous landmarks, traditional Lingnan architectural styles and features through the learning content of relevant subjects; apply learned skills to promote historical and cultural heritage, enhancing cultural confidence and cultivating values and attitudes towards sustainable development.
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Inside the Classroom	👍 Through curriculum integration, students are supported in applying learning across different subjects, for example:		
	Subject	Learning Focus (Examples)	Reading Material (Examples)
	Chinese Language	Understand the features of travelogues; use the “walking method” to describe scenery	“Ping Shan Cultural Journey”
	English Language	Learn the vocabulary of tourist spots in Hong Kong; and act as ambassadors to promote cultural heritage sites in the territory and educate the public accordingly	“Hong Kong Then and Now”
	Mathematics	Use directions to describe the relative locations of Hong Kong attractions; understand the relationship between ancient architecture and directions	“Ancestral Roots of Walled Villages” (excerpt)
	General Studies	Learn Hong Kong history and culture from heritage sites; focus on the conservation of Hong Kong’s cultural heritage	Newspaper reading
	Visual Arts	Understand rhythm created by clustering and spacing in pictures; create pop-up storybooks and draw Fanling Wai	“Ping Shan Heritage Trail Guidebook”
	Putonghua	Learn to describe Hong Kong’s heritage sites	
Outside the Classroom	School-based Information Technology Lesson	Use software to produce short videos introducing Mainland exchange learning experiences	
	👍 The entire Primary 4 cohort was taken on a field trip to Fanling Wai in the New Territories to understand its history and culture, as well as local traditional Lingnan architectural styles and features. 👍 The entire Primary 4 cohort was arranged to participate in EDB’s Mainland Exchange Programme for Junior Secondary and Upper Primary Students to explore and appreciate Lingnan culture in Foshan, Guangdong Province.		

- ☺ **Effective classroom strategies** for nurturing students' self-directed learning habits and/or enhancing their learning capabilities are as follows:
- 👍 In **Mathematics and Science lessons**, teachers make good use of the “learning time” concept and the “flipped classroom” approach, flexibly employing pre-produced teaching videos to demonstrate and explain relevant experimental procedures. Students are required to watch the videos before class to grasp key concepts and complete worksheets to consolidate prior knowledge, laying a foundation for in-class discussions and extension activities. In class, teachers flexibly use e-tools for assessment to review students' prior knowledge and in-class learning effectiveness based on their responses. Teaching strategies and pace are adjusted accordingly; learning difficulties are addressed; common errors are clarified to further consolidate students' foundational concepts and facilitate knowledge construction. Through targeted questioning and appropriate support, teachers promote deeper thinking of learned concepts. Students are attentive, respond appropriately under teachers' patient guidance, and complete learning tasks.
 - 👍 In a **Putonghua lesson**, the teacher begins by sharing news. Before class, students collect news items related to the topic. Such an arrangement not only builds up students' vocabulary bank but also enhances their learning interest and cultivates their public speaking, critical thinking and self-learning skills. The teacher arranges peer feedback, with students using the assessment criteria to provide focused and meaningful comments. A peer assessment culture is integrated into the learning process. Subsequent activities focus on Chinese New Year vocabulary and customs, with the teacher making good use of audiovisual materials and probing questions to guide students in clarifying thoughts, deepening understanding, and expressing ideas orally. Matching activities and short speech presentations help consolidate students' oral skills and ensure every student receives feedback. Overall, the lesson emphasises student expression and interaction, creating a supportive and peer learning atmosphere that promotes self-directed learning and collaboration.
 - 👍 In a **Chinese Language lesson**, the teacher bases questioning on the “six levels of reading”, progressively guiding students to understand the text content and appreciate the author's thoughts and emotions. Students are able to analyse and evaluate the author's writing techniques, explore the effects achieved, and attempt to create plots to deepen mastery of characterisation. The lesson activities emphasise critical thinking and creation, foster connections between reading and writing, enhance students' language proficiency and critical thinking skills, and create an active and interactive learning atmosphere, with lesson objectives effectively achieved.

- 👍 In an **English Language lesson**, the teacher uses different levels of questioning to guide students in reflecting on their learning performance, setting clear personal goals and appropriate learning strategies to enhance their English proficiency. In subsequent speaking tasks, the teacher instructs students to use radar charts to organise concepts for more systematic individual presentations. In line with the school-based award scheme, students are encouraged to continue learning with concept maps to extend their learning. As observed, students can skilfully use colours and graphics to categorise concepts, demonstrating creativity. The teacher also showcases outstanding students' works in class to promote peer learning.
- 👍 In **lessons with group activities**, teachers effectively employ heterogeneous grouping and design collaborative and challenging group tasks closely aligned with learning objectives. This enables students to solve problems and co-construct knowledge with peers through various means, such as hands-on practice and discussions, ensuring that students of different abilities participate and demonstrate their learning while enhancing their self-efficacy. During group activities, teachers monitor students who need support and provide timely individual assistance. Questions are used to encourage and guide students in expressing their insights, such as analysing issues from multiple perspectives and making comparisons, thereby broadening their thinking and developing higher-order thinking skills. After group presentations, peer assessment is arranged, with students actively sharing views in a lively classroom atmosphere.

2.2.2 Patriotic education

Overall school performance

- Schools actively implement national education through a whole-school approach, striving to promote patriotism and lay a solid foundation for students' sense of national identity. Compared with the previous school year, schools' performance has improved significantly, with leadership and coordination efforts being particularly noteworthy; the school management's dedication and diligence deserve commendation and recognition. Some schools are able to centre on student performance, setting concrete work goals covering the three dimensions of cognition, affection and action, and more purposefully leading and assisting subject panels and committees in formulating targeted work plans and strategies in a more focused manner. Through schools' concerted efforts, national education has gradually been integrated into daily learning and teaching. The coordination between learning within and beyond the classroom has also become more mature, helping students progressively develop an understanding of and identification with our country while nurturing patriotism and love for Hong Kong.
- Similar to previous years, this year, schools have organised a wide variety of national education learning activities, most involving collaboration between subject panels and committees, integrating learning content from different subjects with practical or hands-on activities. These initiatives have deepened students' understanding of Chinese culture — for example, through staging Cantonese opera performances (see Picture 8) — which enables students to appreciate the wisdom of ancient sages. Mainland exchanges and study tours are an important component of national education, and schools have been more proactive in promoting such activities this year, including strengthening ties with Mainland sister schools, such as joint performances by students from both places (see Picture 9). In addition, more schools have organised visits to the Mainland for the whole year level, allowing students to experience our country's history, culture and latest development. Students' reflections (see Pictures 10 and 11) show their increasing appreciation for our country's history and traditional culture, as well as their excitement at the opportunity to visit sister schools in person.

Picture 8



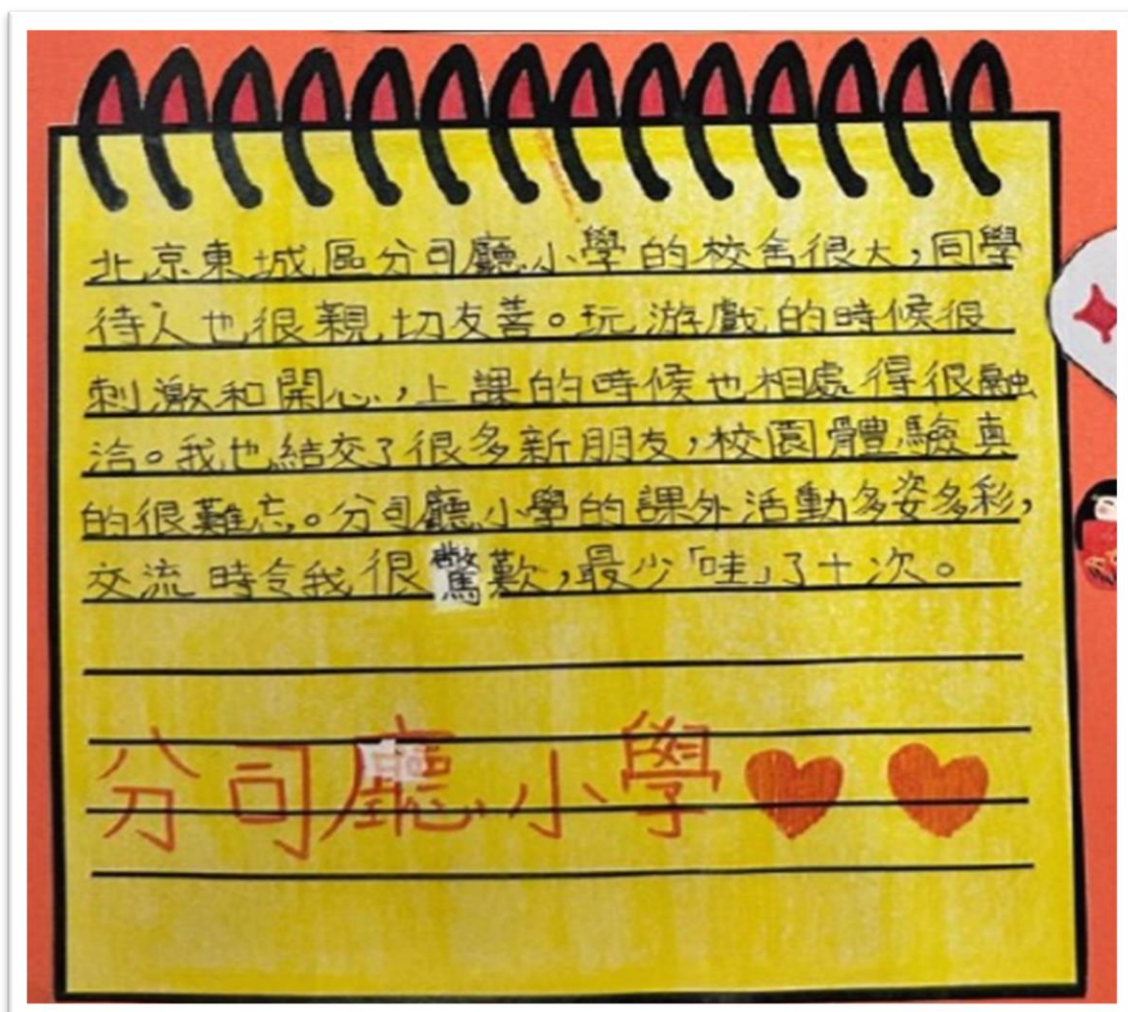
Picture 9



Picture 10



Picture 11



- Building on the practical experience accumulated over the past few years, schools have further strengthened the promotion of national security education (NSE) within and beyond the classroom this year, with initiatives such as organising slogan creation competitions serving as constant reminders for students to abide by rules and laws. The vast majority of schools require all subjects to collaboratively promote NSE. Most designated coordinators effectively perform their monitoring roles, gaining a clear understanding of how NSE can be implemented across different subjects, with many providing concrete feedback based on performance. Compared with the previous school year, teachers' mastery of NSE has improved. Most are able to accurately focus on the dimensions of national security in class, guiding students to understand the essence and importance of various NSE domains, the threats and challenges facing our country, and daily practices for safeguarding national security. Special schools also implement NSE according to students' abilities and needs. For example, they design scientific inquiry activities on intangible cultural heritage, such as shadow puppetry. Through diverse activities such as learning the principles of light and shadow, crafting shadow puppets and participating in performances (see Picture 12), students enhance their knowledge and interest in Chinese culture, as well as their awareness of cultural security. With the release of the updated "Curriculum Framework of National Security Education in Hong Kong" in 2025, schools could continue to strengthen teachers' mastery of the holistic approach to national security, promote more exchange and sharing of good classroom learning and teaching across subjects, assist students in understanding and safeguarding national security from a macro perspective, and further implement patriotic education.

Picture 12



- Schools refer to the “National Education – Event Planning Calendar” provided by EDB when planning relevant learning activities, which are more diverse than in the previous school year, helping students deepen their understanding of important historical figures and events in our country, while strengthening the cultivation of patriotic sentiments and social responsibility. At the same time, schools make good use of campus space to create a learning environment conducive to nurturing students’ patriotism (see Pictures 13 to 15). During the flag raising ceremonies, flag guards appear solemn and mostly march in using Chinese-style foot drill; students also exhibit proper etiquette, fully demonstrating respect for the ceremony. In evaluating work effectiveness, schools are gradually strengthening the use of SSE data. Building on the existing foundation, they could collect more qualitative learning evidence focused on student performance, such as post-activity reflections, conduct comprehensive analyses in combination with different data (for example, relevant sub-scale data from APASO), and use the findings to inform planning to further enhance national education work.

Picture 13



Picture 14



Picture 15



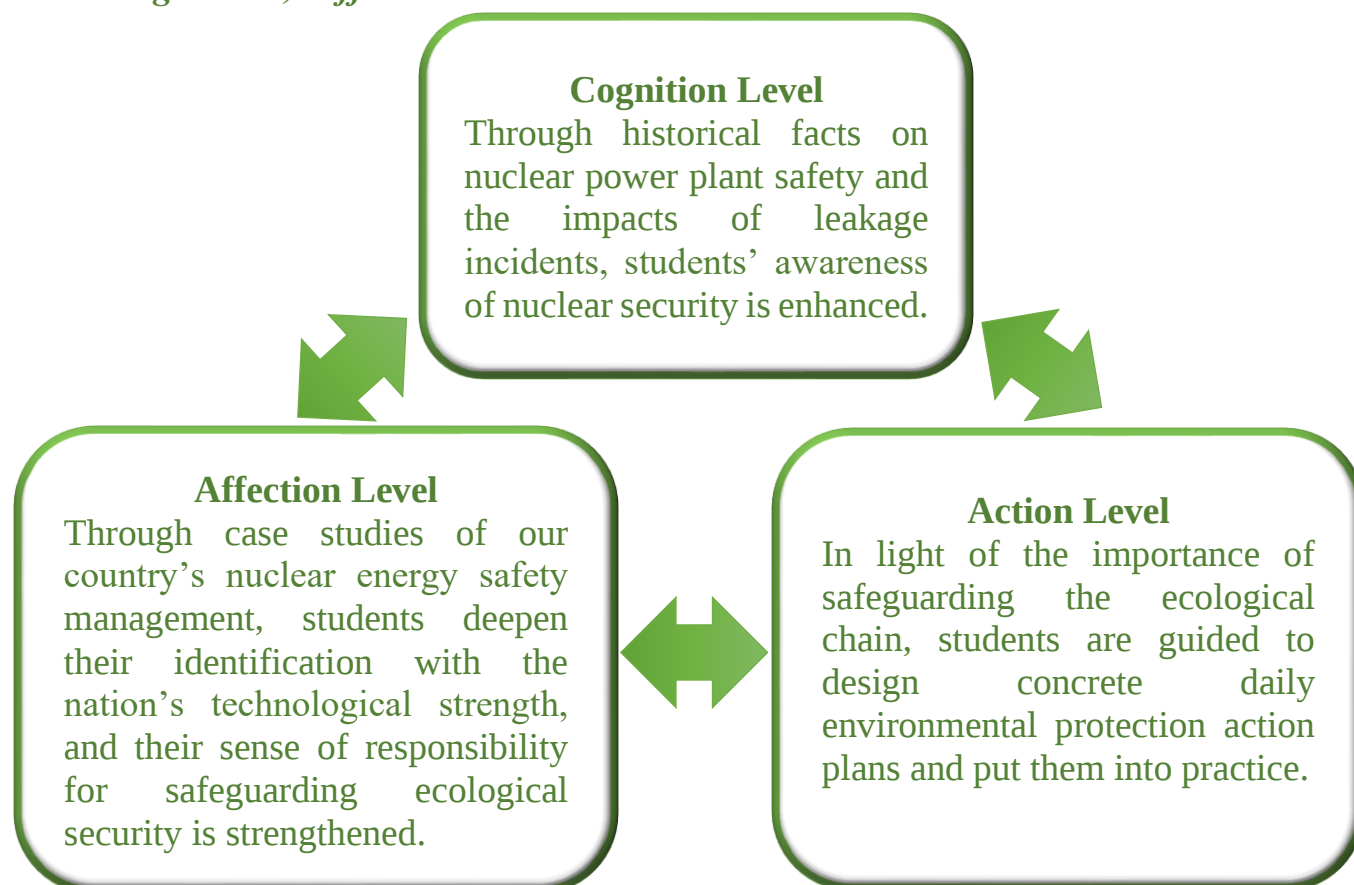
Good practice examples

☺ Below are some good practices adopted by schools in **promoting NSE through different subjects**:

	Subject	Activity Theme	Major Fields	Details
Primary School	Chinese Language	<i>The Zhaozhou Bridge</i>	Cultural Security	👍 Students are guided to progressively understand the scientific principles involved in building the Zhaozhou Bridge, the convenience it brought to the people, and the reasons for its enduring sturdiness. Through questioning and discussion, students are prompted to reflect on the wisdom and perseverance of the ancients, and share the importance of protecting ancient architecture and cultural security.
	General Studies Mathematics School-based Computer Studies	Water Conservation	Resource Security Ecological Security	👍 Students are guided to make water filters, with messages about resource and ecological security conveyed during the process. They design smart living products for the elderly, centred on the theme of “water,” deepening their understanding of artificial intelligence (AI) security.

Secondary School	Chinese History	Ancient Water Conservancy Projects	Homeland Security	👍 In class, by examining the national defence functions of ancient water conservancy projects and the deeds of historical figures who defended national sovereignty, students are guided to understand and reflect on the importance of homeland security.
	Physics	Nuclear Energy	Nuclear Security Ecological Security	👍 Students learn about the consequences of nuclear radiation leaks from nuclear power plants and the importance of nuclear security. ★
Special School	Technology and Living	Grains	Food Security	👍 Through news of foreign auctions of “emergency rice reserve”, students are prompted to reflect on the impact of food shortages; they are then introduced to the story of Yuan Longping and learn that cherishing food can start from daily life practices.
	School-based Practical Learning	Mail Processing	Ecological Security	👍 Students are introduced to the development of our country’s postal service, with the focus on how invasive species entering through mail packages can disrupt native ecosystems, causing sharp declines in species populations and posing threats to ecological security.

- ★ Taking the **Physics lesson** as an example, the lesson design covers the levels of “**cognition**”, “**affection**” and “**action**”:



- ☺ To cultivate students’ **awareness of protecting water resources voluntarily**, a primary school has organised the “Source of Life” cross-curricular reading activity to mark **the 60th anniversary of the Dongjiang water supply to Hong Kong**. Through picture books, students learn about the importance of water conservation and the sources of drinking water in Hong Kong. This is complemented by hands-on activities such as making water filters, in which students are guided to reflect on the importance of water resources in daily life and express gratitude for our country’s long-term support for Hong Kong, thereby enhancing their sense of national identity and other proper values and attitudes.
- ☺ To **integrate Chinese culture and STEAM education elements**, a primary school adopts the theme “Journey through the Three Kingdoms”. Students are first guided to analyse the characters’ emotions in the “Borrowing Arrows with Straw Boats” episode from Romance of the Three Kingdoms, and then use knowledge and skills from different subjects to make straw boats. This involves calculating the areas of polygonal flags, hand-moulding (see Picture 16), and applying series circuit connection techniques to power and test the straw boats (see Picture 17). Learning outcomes indicate that students can draw illustrations and set up mechanisms that match scenes from this literary classic, demonstrating creativity and imagination, as well as an interest in **Chinese classical literature** (see Pictures 18 and 19).

Picture 16



Picture 17



Picture 18



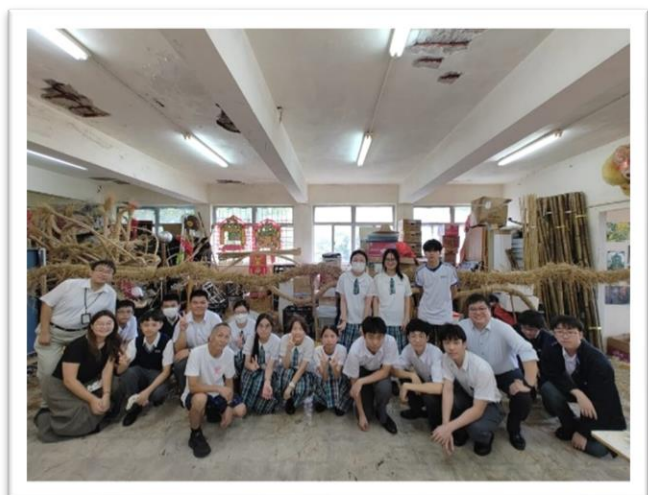
Picture 19



- ☺ To enable students to **experience the essence of intangible cultural heritage in person**, a secondary school leverages **external resources** for students to learn the crafting of fire dragons at an external institution. Students are engaged in the activity and demonstrate cultural confidence (see Pictures 20 and 21).

Picture 21

Picture 20



- ☺ To deepen students' **knowledge and appreciation of China's outstanding martial arts**, a secondary school collaborates with a tertiary institution, integrating Hong Kong's intangible cultural heritage — Wing Chun — with artificial intelligence (AI) technology. Students experience Wing Chun training through a virtual learning system (see Pictures 22 and 23). Students demonstrate a conscientious attitude and enjoy learning in this innovative learning mode.

Picture 22



Picture 23

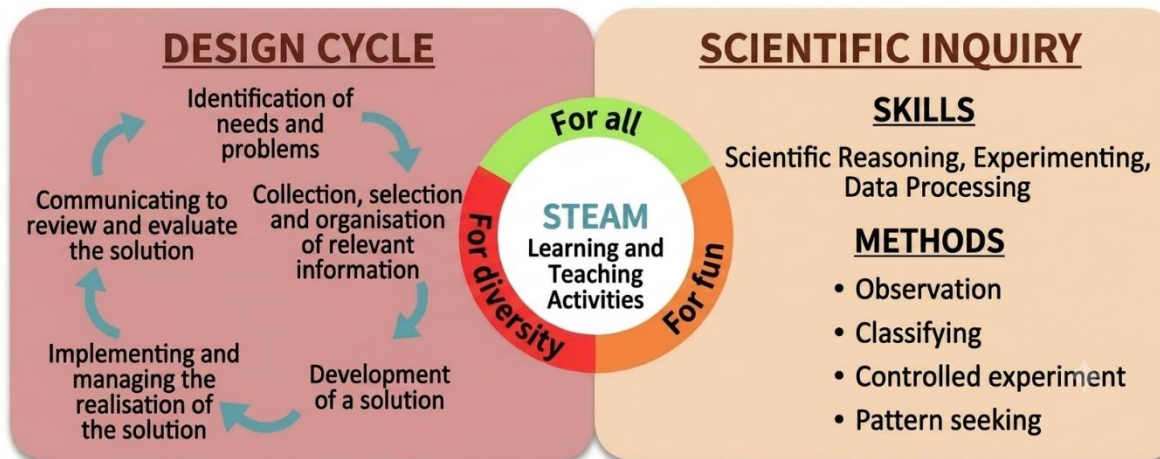


2.2.3 STEAM and digital education

Overall school performance

- Similar to previous years, schools strongly promote STEAM education in the direction of “for all”, “for fun” and “for diversity”. They appropriately incorporate concepts and application elements, such as design cycles and scientific inquiry, into learning and teaching activities (see Picture 24), with most of them connecting these to values education. In addition, schools are continuously strengthening innovation and technology elements in the curriculum, including bioengineering and green technology, keeping pace with our country's innovation and technology development. All schools have established designated task groups or appointed coordinators. Apart from effectively planning STEAM learning activities within and beyond the classroom and coordinating student participation in various competitions, over half of the schools have further leveraged the coordinators to promote collaboration across subject panels and committees, leading to closer exchanges among them. Schools attach great importance to teachers' professional development. Most arrange for teachers to participate in training activities organised by external institutions, and nearly half foster internal professional exchanges on promotion of STEAM education through, for example, collaborative lesson planning and peer lesson observation, to continuously strengthen and empower teachers.

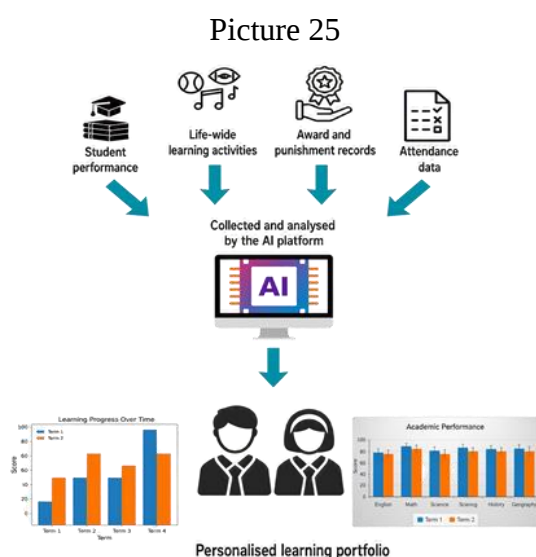
Picture 24



- In both primary and secondary schools, teachers promote STEAM education for all, mainly through project learning, and design student-centred STEAM learning activities that are linked to students' daily life experiences. In secondary schools, STEAM activities tend to incorporate tools such as AI and image recognition to nurture students' innovative thinking, while primary schools focus more on "hands-on, minds-on" learning activities that enhance students' problem-solving skills and stimulate curiosity.
- Most schools organise whole-school STEAM learning activities or competitions of considerable quality and scale, creating a vibrant campus atmosphere conducive to promoting STEAM and innovation and technology (I&T) education. Schools generally provide relevant in-school and external training for students with an interest or aptitude in STEAM and I&T, enabling them to realise their potential through practice while further strengthening their problem-solving skills and innovative thinking. Special schools also tailor STEAM learning activities to appropriate difficulty levels based on students' abilities and needs, enabling them to apply subject knowledge to solve real-life problems within their capabilities. Most schools continue to expand the scope of inquiry in STEAM learning activities, which have become increasingly student-led. Students are no longer confined to assembling kits or decorating products according to predefined steps, but can explore independently or exercise creativity.
- Schools have consistently attached importance to nurturing students' information literacy, making reference to the "Information Literacy for Hong Kong Students" Learning Framework (2024) to systematically incorporate relevant learning elements into school-based computer lessons, library lessons and other activities. These include teaching students to discern the authenticity of information, understand intellectual property rights, and recognise the importance of protecting personal privacy. To better equip students to cope with challenges arising from the rapid development of AI, school curricula could further include the nine literacy areas of information literacy education. Different subjects could refer to relevant documents under the "Information

Literacy for Hong Kong Students” Learning Framework (2024) and utilise EDB’s learning and teaching resources⁷ to promote information literacy education.

- In line with our country and Hong Kong’s promotion of digital education and curriculum development and renewal, and building on years of effort in promoting information technology education, schools are highly aware of the importance of advancing digital education to enhance education quality and learning effectiveness through I&T. The school management demonstrates professional leadership, progressively advancing relevant initiatives according to school contexts. These include proactively guiding suitable subjects to explore the integration of AI into learning, teaching, and assessment; soliciting external resources to equip teachers with relevant skills; accelerating improvements to teaching facilities; and identifying or piloting AI teaching platforms aligned with their development pace. Schools adopt appropriate practices in promoting students’ understanding of I&T. Primary schools



Picture 26



mainly incorporate coding elements through school-based computer lessons, while secondary schools generally continue to strengthen I&T elements in their JS curricula, for instance, by adding AI learning content to information technology lessons, covering concepts like machine learning and deep learning, as well as ethical issues. Some schools have begun to apply AI in teaching, or use AI platforms to collect and analyse students’ learning data to compile personalised learning profiles (see Picture 25). In addition, schools are experimenting with AI-assisted student learning, for example, by providing reading experiences that combine diverse technologies. In these activities, AI robots help students select books based on their preferences, while virtual reality technologies enable them to explore scenes from stories (see Picture 26), thereby enhancing reading interest

⁷ <https://www.edb.gov.hk/en/edu-system/primary-secondary/applicable-to-primary-secondary/it-in-edu/information-literacy/il-index.html>

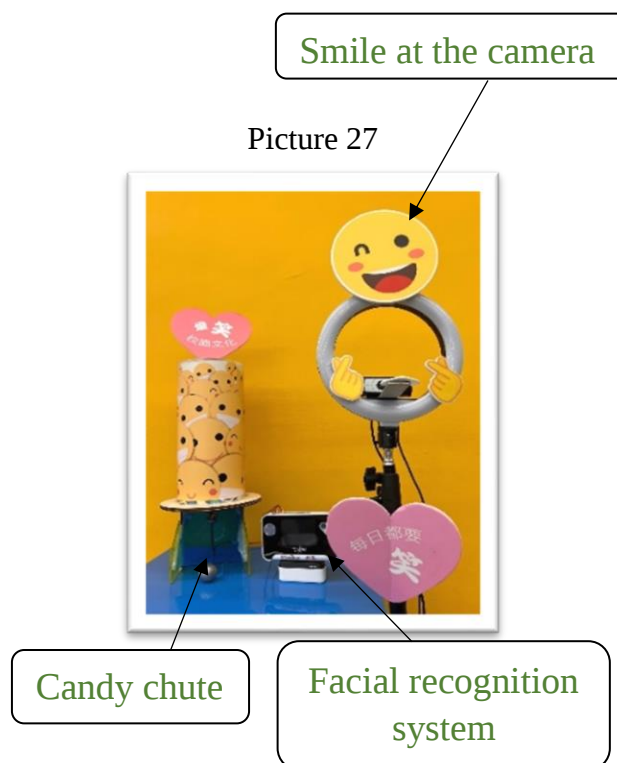


and engagement. A more common practice is to encourage students to use AI effectively to support language learning in writing and reading lessons. Students make reference to suggestions from generative AI technology to revise their writing, create images and videos, and so on, which helps them improve text organisation and deepen text comprehension. Students receive instant feedback through dialogue and interaction with AI, enhancing their motivation and facilitating improvement in learning. Building on this, teachers could further explore diverse application scenarios for AI-assisted teaching. For instance, when students write descriptive scenarios, they can use AI tools to generate images, followed by self-evaluation and revision of vocabulary and sentences to strengthen their expression skills.

- Schools generally employ various digital tools and blended learning approaches to support students' home learning and actively promote self-learning. In recent years, schools have continuously optimised the use of e-learning tools and resources, leveraging educational expertise. Schools have established a solid foundation in using digital tools to enhance learning and teaching. Building on this, they could progressively integrate digital education into the SSE cycle. This includes planning professional training for teachers in a more systematic manner, and encouraging and supporting them to use digital technologies (including AI) to experiment with innovative teaching designs, thereby continuously enhancing students' learning effectiveness.

Good practice examples

- 😊 A secondary school inspires students to **incorporate positive thinking into I&T inventions to convey positive messages about life**. The “Smiley Robot” (see Picture 27), designed by students, is ingenious and imbued with a human touch. Unlike typical cold robots that are only used to replace human labour, the “Smiley Robot” uses facial recognition technology to detect the smile of the person being photographed; the brighter the smile, the more sweets are dispensed. This learning activity not only enables students to apply subject knowledge from the Science and Technology Education KLAs in an integrated manner, but also encourages everyone to smile often, thereby promoting mental health.



- ☺ A primary school promotes STEAM education for all through project learning. Projects across all year levels are meticulously designed with detailed competency frameworks that clearly outline the specific arrangements and expected learning outcomes for each activity. Taking the Primary 4 project as an example, students are tasked with **designing assistive devices for stroke patients**. To strengthen the connection between STEAM education and daily life, students first learn about the causes and symptoms of stroke, and then wear a self-made “stroke experience suit” (mainly made of cardboard and thick towels) to experience the feelings and needs from the perspective of a stroke patient, thereby gaining firsthand understanding of the difficulties encountered in daily life such as stiff joints and inflexible fingers (see Picture 28). Next, they apply knowledge from popular science to design and make special bottle openers, hand squeezers for muscle training and other daily necessities to improve stroke patients’ lives (see Picture 29), iteratively testing and refining products to demonstrate empathy, problem-solving skills and creativity. Finally, they reflect on what they have learned through self-assessment or peer assessment.

Picture 28



Picture 29



- ☺ In line with our country’s development direction of “invigorating the nation through science and education”, a secondary school implements **a school-based I&T curriculum themed “Space Programme”** at Secondary 2. Throughout the process, students exhibit creativity, self-directed learning, teamwork, and problem-solving skills. First, students form groups to collect and study relevant materials, deepening their understanding of the space environment. Then, each group independently explores, discusses and designs aerospace equipment such as space suits and space capsules. Finally, each group applies the design cycle to test and refine the “return capsule parachute” design, identifying the optimal solution for returning to base. The activity is both fun and challenging.

- ☺ A primary school implements the “Little Scientist” STEAM learning activity at Primary 5. During the process, different subjects collaborate closely, **systematically guiding students to connect knowledge and skills from Chinese Language, General Studies, Mathematics and Visual Arts**, thereby effectively enhancing their learning interest, developing generic skills such as creativity and communication, and nurturing gratitude as a value. In

Picture 30



Chinese Language lessons, students are first guided through reading passages to learn about Chinese scientists who won the Nobel Prize in Physics, gaining an understanding of their life stories and contributions. Students then apply what they have learned from different subjects, such as three-dimensional geometry concepts, graphic design software and coding knowledge, to create “Fireworks Gala” animations expressing gratitude for scientists’ contributions to improving human life, and to develop their own electronic games. On the presentation day, students dress up as scientists of their choice (see Picture 30) and introduce “their own” achievements and game design concepts to others.

- ☺ In **highly effective STEAM lessons**, teachers create scenarios closely related to daily life, providing ample space for students to explore independently or discuss design feasibility with peers, thereby enabling students to demonstrate curiosity, creativity and problem-solving skills. Students apply existing knowledge and use concepts such as the design cycle and scientific inquiry, including formulating hypotheses, carrying out tests, and recording experimental data. During the process, teachers make good use of questioning to guide students towards deeper thinking. They also design diversified assessment tasks, such as evaluating product effectiveness and conducting oral presentations, with concrete assessment rubrics covering knowledge, skills, and attitudes. By assessing student performance from multiple perspectives and providing timely feedback, teachers effectively promote student learning.

2.2.4 Healthy lifestyles

Overall school performance

- Schools are increasingly attaching importance to helping students establish healthy lifestyles. This school year, more than half of the schools have set up task groups or appointed designated coordinators in their administrative structures to oversee coordination. They are also allocating and introducing additional resources, strengthening collaboration across subject panels and committees, and mobilising stakeholders to jointly promote related initiatives, with a view to enhancing students' physical and mental health. Most schools have formulated physical activity policies to create an ideal sports environment, increase students' physical activity levels, and promote active and healthy lifestyles. In support of the "MVPA60 Award Scheme"⁸, schools have deliberately added exercise sessions beyond physical education lessons and increased the options and proportion of physical activities in Multiple Intelligences lessons; provided various fun physical games in different corners of the campus during lunch and after-school hours, such as setting up a "Sports Camp"; and launched reward schemes and the "One Student, One Rope" activity (see Picture 31) to create more opportunities for students to participate in physical activities and cultivate the habit of regular exercise. Schools also open their sports facilities to students, or make good use of community resources, such as guiding students to use public fitness equipment after school, encouraging them to exercise regularly and cultivate their self-discipline and perseverance.
- Schools commonly adopt values education as a major concern to nurture students' proper values and attitudes through measures "within and beyond the classroom" and "mutual coordination" from the levels of "cognition", "affection" and "action". For example, a school-based social and emotional learning programme is implemented and the content is refined in personal development lessons. In these lessons, teachers use stories and life scenarios

Picture 31



⁸ https://www.edb.gov.hk/attachment/en/curriculum-development/kla/pe/asap/MVPA60awardscheme_e.pdf



as entry points to prompt discussions on coping with adversity and expressing views, helping students reflect on their attitudes and behaviours, and appropriately supporting their developmental needs.

- All along, schools attach great importance to anti-drug education, organising talks and visits to exhibitions to enhance students' proper understanding of the harm of "etomidate" (formerly known as "space oil drug") and reinforce their determination to stay away from drugs. Schools also actively help students build positive self-images, for example, by organising talent shows (see Picture 32) to enable them to realise their potential and challenge themselves. In addition, schools generally implement service learning to nurture students' benevolence, helping them appreciate the joy of helping others, and thereby enhancing empathy and a sense of social responsibility. For instance, students are arranged to assist in growing vegetables on campus and to donate the harvest to community centres (see Picture 33).

Picture 32



Picture 33



Picture 34

- This school year, most schools have strengthened their efforts to promote students' mental health through positive education and life-wide learning activities, thereby enhancing students' emotional management, mental health awareness, and interpersonal and communication skills. Common activities include watching plays on mental health themes, practising mindfulness, and engaging in art-making experiences, which help students relieve stress and promote physical and mental well-being. Schools also organise a variety of activities to help students manage stress, such as teaching relaxation techniques during the "Body-Mind-Spirit Health Week" (see Picture 34), holding "Laughter Yoga" workshops (see Picture 35), and hosting a "Happy Fruit Day" to encourage replacing sugary drinks with



Picture 35



healthy alternatives like homemade lemonade and mini fruit cups (see Picture 36). Health ambassadors also measure blood pressure for teachers and students (see Picture 37) and share health tips to raise their awareness of maintaining good health.

Picture 36



Picture 37



- Schools actively cultivate a positive campus atmosphere through systematic class management activities, strengthening students' social development and establishing a mutually supportive school environment. This helps students recognise their own worth, build trusting team relationships, reduce anxiety and stress, and enhance overall well-being. Primary schools in particular pay close attention to the emotional adjustments of Primary 1 students, helping them adapt to primary school life through senior student mentorship schemes and orientation games. Events such as the “P1 100-Day Celebration” (see Picture 38) mark an important milestone in Primary 1 students' transition into a new phase. By showcasing videos of their early school experiences and celebrating their growth and learning achievements over the first 100 days, these activities boost students' sense of accomplishment and belonging, while

Picture 38



fostering a harmonious learning environment. Currently, most primary schools have effectively adopted diversified assessment modes to replace tests and examinations in the first term, allowing Primary 1 students and their parents sufficient time and space to understand and adapt to the more systematic and standardised assessment modes in primary school, thereby alleviating concerns about assessment.

Good practice examples

- ☺ A secondary school holds a **“Whole-school Sports Day”** annually, inviting coaches from different fields to broaden students’ sports horizons and experiences. For example, Secondary 2 students learn to row indoors (see Picture 39), while Secondary 3 students participate in mini inter-class football competitions, adding fun to sports participation (see Picture 40). The principal and teachers also dress in various sports outfits to shoot promotional posters, actively encouraging students to exercise more, collaboratively **creating a vibrant sports atmosphere**.

Picture 39



Picture 40

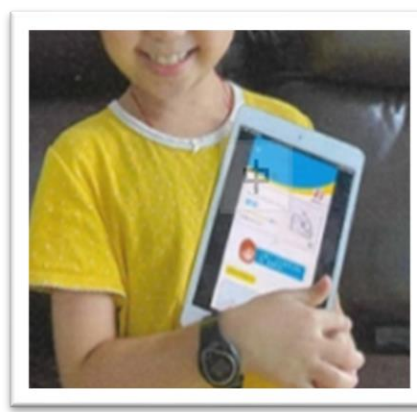


- ☺ A primary school employs a wide variety of strategies such as pre-recorded gymnastics lessons (see Picture 41) to guide students to engage in appropriate levels of physical activity. It also makes good use of external resources by providing fitness trackers for students and parents, and using an app to record daily exercise time (see Picture 42). **Through home-school co-operation, the school helps students develop the habit of regular exercise and manage their health independently.**

Picture 41



Picture 42



- ☺ A special school collaborates with parents and the boarding section to **help students set daily targets such as water intake and exercise volume**, and record relevant data (see Picture 43). It has also **set up “self-service exercise zones” on different floors**, featuring activities such as table tennis and basketball. These facilities enable students of varying mobility levels to exercise during their free time, helping them establish healthy and regular lifestyles. In addition, the school has **created “healing stories” related to emotion management** based on students’ experiences (see Pictures 44 to 47) and produced them as video stories. Parents are also invited to serve as reading ambassadors, further strengthening students’ emotion regulation skills through story sharing.

Picture 43

記錄表 Record Sheet										
年份 Year	星期一 Mon	星期二 Tue	星期三 Wed	星期四 Thu	星期五 Fri	星期六 Sat	星期日 Sun	在校 平均表現 Average Performance in School	總數 Total	
日期 Day/Month	/	/	/	/	/	/	/			
自我挑戰目標 Self-challenge Programme	✓/✗	✓/✗	✓/✗	✓/✗	✓/✗	✓/✗	✓/✗	✓/✗	✓/✗	✓/✗
飲水 Water Drinking	杯 Cup	杯 Cup	杯 Cup	杯 Cup	杯 Cup	杯 Cup	杯 Cup	杯 Cup	杯 Cup	杯 Cup
蔬果 Fruits and Vegetables	碗 Bowl	碗 Bowl	碗 Bowl	碗 Bowl	碗 Bowl	碗 Bowl	碗 Bowl	碗 Bowl	碗 Bowl	碗 Bowl
咀嚼 Chewing	下 Time(s)	下 Time(s)	下 Time(s)	下 Time(s)	下 Time(s)	下 Time(s)	下 Time(s)	下 Time(s)	下 Time(s)	下 Time(s)
步行 Walking	分鐘 Min(s)	分鐘 Min(s)	分鐘 Min(s)	分鐘 Min(s)	分鐘 Min(s)	分鐘 Min(s)	分鐘 Min(s)	分鐘 Min(s)	分鐘 Min(s)	分鐘 Min(s)

Picture 44



When you feel angry, how do you calm yourself down?

Picture 45



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Picture 46



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Picture 47



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Chapter 3 Concluding Remarks and Way Forward

Since the implementation of the enhanced SDA framework in November 2022, schools have been making good progress in ongoing refinement of their SSE work, thereby facilitating improvements in student performance through the P-I-E cycle. This school year, schools continue to actively respond to educational development trends by implementing various initiatives to optimise the curriculum and nurture whole-person development. They are also concerned with students' physical and mental well-being. Through whole-school participation and multi-pronged approaches, schools are committed to helping students adopt healthy lifestyles, achieve whole-person development, uphold proper values and attitudes, learn to overcome difficulties with courage, and thrive. Students' performance in areas such as self-directed learning, national identity and I&T has shown continuous improvement, and they actively participate in a wide range of activities that benefit their physical and mental health (see Picture 48).

Picture 48



Looking ahead, students need to cope with a rapidly changing world and embrace the challenges and opportunities of the digital era. The education sector is expected to unite and work together to promote innovative transformation of learning and teaching modes, nurturing all-round talents who are able and virtuous for our country and Hong Kong:

3.1 Strengthening teachers' morale and capacity; upholding professionalism to lead innovation

In driving schools' continuous development, the effective management and professional leadership of the school management is pivotal. To serve well as guardians, navigators and gatekeepers for students, schools are encouraged to continuously enhance the professional capacity and calibre of their teaching team and strengthen their morale and capabilities. This includes:

- helping teachers master the concept of a holistic approach to national security, and promoting patriotic education and NSE to ensure that they are deepened and take root; and
- equipping and leading teachers to actively promote digital education, effectively using AI technology to drive educational innovation, thereby nurturing more I&T talents with innovativeness, digital literacy, love for our country and home, and a global perspective.

3.2 Fostering hearts and talents, cultivating values and nurturing people; striving ceaselessly, forging ahead with courage

In the era of rapid AI development, schools need not only to help students master hard knowledge such as biliterate and trilingual proficiency, and the learning content of mathematics, science, and technology, but also to strengthen the cultivation of the new generation's soft power, including resilience, competency, and literacy in responding to rapid societal changes. To equip students with the capabilities and courage to meet future challenges and to forge character marked by perseverance and determination, schools should continue striving to nurture all-round talents and cultivate character and virtue. This includes:

- assisting students in laying a solid foundation for lifelong learning, ensuring that they master core curriculum content, uphold proper values, and develop good character and positive thinking; and
- through continuous optimisation and integration of school-based policies and measures, creating space for students to broaden their horizons for growth and self-exploration, thereby fostering the comprehensive development of generic skills.

Appendix 1 Schools Undergoing External School Review in the 2024/25 School Year

Primary Schools

Alliance Primary School, Sheung Shui
Assembly of God Leung Sing Tak Primary School
CCC Hoh Fuk Tong Primary School
CCC Kei Chun Primary School
CCC Wanchai Church Kei To Primary School (Kowloon City)
Choi Wan St Joseph's Primary School
Free Methodist Bradbury Chun Lei Primary School
Free Methodist Mei Lam Primary School
FSFTF Fong Shu Chuen Primary School
Good Counsel Catholic Primary School
HK & KLN Kaifong Women's Association Sun Fong Chung Primary School
HKTA The Yuen Yuen Institute Shek Wai Kok Primary School
Ho Lap Primary School (Sponsored By Sik Sik Yuen)
Jordan Valley St. Joseph's Catholic Primary School
Lui Cheung Kwong Lutheran Primary School
Maryknoll Fathers' School (Primary Section)
Pentecostal Gin Mao Sheng Primary School
Shak Chung Shan Memorial Catholic Primary School
Si Yuan School of the Precious Blood
SKH Chu Oi Primary School (Lei Muk Shue)
SKH Yan Laap Memorial Primary School
SKH Yuen Chen Maun Chen Primary School
South Yuen Long Government Primary School
St. Matthew's Lutheran School (Sau Mau Ping)
St. Peter's Catholic Primary School
Taikoo Primary School
Taoist Ching Chung Primary School
The Endeavourers Leung Lee Sau Yu Memorial Primary School
TWGHs Lo Yu Chik Primary School
Xianggang Putonghua Yanxishe Primary School of Science and Creativity
YCH Law Chan Chor Si Primary School

Secondary Schools

Buddhist Wong Wan Tin College
Canossa College
Caritas Fanling Chan Chun Ha Secondary School
CCC Kei To Secondary School
Chiu Lut Sau Memorial Secondary School
CMA Choi Cheung Kok Secondary School
CNEC Christian College
Heung To Middle School
HKTA Tang Hin Memorial Secondary School
Hoi Ping Chamber of Commerce Secondary School
Islamic Kasim Tuet Memorial College
Ko Lui Secondary School
Kowloon Tong School (Secondary Section)
Ling Liang Church E Wun Secondary School
Ma On Shan St. Joseph's Secondary School
Newman Catholic College
NTHYK Tai Po District Secondary School
PAOC Ka Chi Secondary School
Pentecostal Lam Hon Kwong School
PLK Yao Ling Sun College
POH 80th Anniversary Tang Ying Hei College
Pui Kiu Middle School
Pui Tak Canossian College
Salem-Immanuel Lutheran College
Sha Tin Methodist College
SKH Lam Kau Mow Secondary School
SKH St. Mary's Church Mok Hing Yiu College
SKH Tang Shiu Kin Secondary School
St. Teresa Secondary School
YCH Wong Wha San Secondary School

Special Schools

Caritas Pelletier School
Hong Chi Pinehill School
Jockey Club Hong Chi School
PLK Mr. & Mrs. Chan Pak Keung Tsing Yi School
PLK Yu Lee Mo Fan Memorial School
The Mental Health Association of Hong Kong – Cornwall School
TWGHs Tsui Tsin Tong School

Appendix 2 Schools Undergoing Focus Inspection in the 2024/25 School Year

Primary Schools

A.D. & F.D. Pok Oi Hospital Leung Sing Tak School
A.D. & F.D. Pok Oi Hospital Mrs. Cheng Yam On Millennium School
Alliance Primary School, Whampoa
Baptist Hung Hin Shiu Rainbow Primary School (formerly known as Baptist Rainbow Primary School)
Bishop Paschang Catholic School
Buddhist Chan Wing Kan Memorial School
Buddhist Chung Wah Kornhill Primary School
Buddhist Wing Yan School
Castle Peak Catholic Primary School
CCC But San Primary School
CCC Heep Woh Primary School
Chai Wan Kok Catholic Primary School
Cho Yiu Catholic Primary School
Christian Alliance H. C. Chan Primary School
Christian Alliance Toi Shan H. C. Chan Primary School
Christian Pui Yan Primary School
CNEC Lui Ming Choi Primary School
CUHKFAA Thomas Cheung School
Five Districts Business Welfare Association School
Fung Kai Innovative School
G. T. (Ellen Yeung) College
Hennessy Road Government Primary School (Causeway Bay)
HHCKLA Buddhist Chan Shi Wan Primary School
HHCKLA Buddhist Wisdom Primary School
HKCCC Union Logos Academy
HKTA The Yuen Yuen Institute Chan Lui Chung Tak Memorial School
HKUGA Primary School
Ho Ming Primary School Sponsored By Sik Sik Yuen
Kowloon City Baptist Church Hay Nien Primary School
Lam Tsuen Pub Wong Fook Luen Memorial School
Ling To Catholic Primary School
Lutheran Tsang Shing Siu Leun School
Ma On Shan Ling Liang Primary School
Meng Tak Catholic School
North Point Government Primary School

Pentecostal Yu Leung Fat Primary School
PLK Castar Primary School
PLK Lam Man Chan English Primary School
PLK Women's Welfare Club Western District Fung Lee Pui Yiu Primary School
Sacred Heart of Mary Catholic Primary School
Sau Ming Primary School
Shau Kei Wan Government Primary School
Shaukiwan Tsung Tsin School
SKH Ho Chak Wan Primary School
SKH Kei Oi Primary School
SKH Kowloon Bay Kei Lok Primary School
SKH St. Clement's Primary School
SKH St. James' Primary School
SKH St. Timothy's Primary School
St. Bonaventure Catholic Primary School
St. Francis of Assisi's Caritas School
St. John The Baptist Catholic Primary School
St. Paul's Co-educational College Primary School
Stewards Pooi Kei Primary School
STFA Leung Kit Wah Primary School
Tai Po Old Market Public School (Plover Cove)
Tak Sun School
The Education University of Hong Kong Jockey Club Primary School
The ELCHK Wo Che Lutheran School
Tsuen Wan Trade Association Primary School
TWGHs Hok Shan School
TWGHs Wong See Sum Primary School
TWGHs Wong Yee Jar Jat Memorial Primary School
W F Joseph Lee Primary School
Wai Chow Public School (Sheung Shui)
Yan Oi Tong Tin Ka Ping Primary School
Yan Tak Catholic Primary School
Yaumati Catholic Primary School
YCH Choi Hin To Primary School

Secondary Schools

A.D. & F.D. Pok Oi Hospital Leung Sing Tak College
Academy of Innovation (Confucius Hall)
Arts & Technology Education Centre
Baptist Wing Lung Secondary School

Bishop Hall Jubilee School
Buddhist Fat Ho Memorial College
Buddhist Mau Fung Memorial College
Buddhist Wong Fung Ling College
Caritas St. Joseph Secondary School
Carmel Alison Lam Foundation Secondary School
CCC Heep Woh College
CCC Kei Chi Secondary School
CCC Mong Man Wai College
Cheung Sha Wan Catholic Secondary School
China Holiness Church Living Spirit College
Chinese Y.M.C.A. College
Christian & Missionary Alliance Sun Kei Secondary School
Christian Alliance S. C. Chan Memorial College
CNEC Lee I Yao Memorial Secondary School
Concordia Lutheran School
Confucian Tai Shing Ho Kwok Pui Chun College
Cotton Spinners Association Secondary School
Cumberland Presbyterian Church Yao Dao Secondary School
Elegantia College (Sponsored By Education Convergence)
Fanling Rhenish Church Secondary School
Fortress Hill Methodist Secondary School
Gertrude Simon Lutheran College
Good Hope School
Heep Yunn School
Helen Liang Memorial Secondary School (Shatin)
HHCKLA Buddhist Ching Kok Secondary School
HKFYG Lee Shau Kee College
HKICC Lee Shau Kee School of Creativity
HKMLC Queen Maud Secondary School
Hong Kong Chinese Women's Club College
Hong Kong Sheng Kung Hui Bishop Hall Secondary School
Hong Kong Teachers' Association Lee Heng Kwei Secondary School
Immaculate Heart of Mary College
Jockey Club Ti-I College
Ju Ching Chu Secondary School (Yuen Long)
Kiangsu-Chekiang College (Kwai Chung)
King Ling College
Kowloon Sam Yuk Secondary School
Kwai Chung Methodist College

Kwun Tong Kung Lok Government Secondary School
Lai Chack Middle School
Lai King Catholic Secondary School
Lions Clubs International Tseung Chui King College
Lock Tao Secondary School
Lui Ming Choi Lutheran College
Man Kwan Pak Kau College
Maryknoll Fathers' School
Maryknoll Secondary School
Munsang College
NLSI Peace Evangelical Secondary School
Notre Dame College
Pentecostal School
PLK C. W. Chu College
PLK Lee Shing Pik College
Pui Shing Catholic Secondary School
Queen's College Old Boys' Association Secondary School
Sai Kung Sung Tsun Catholic School (Secondary Section)
Salvation Army William Booth Secondary School
Shau Kei Wan East Government Secondary School
SKH All Saints' Middle School
SKH Holy Carpenter Secondary School
SKH Holy Trinity Church Secondary School
SKH Lam Woo Memorial Secondary School
SKH St. Benedict's School
SKH Tsoi Kung Po Secondary School
SPHRC Kung Yik She Secondary School
St. Antonius Girls' College
St. Clare's Girls' School
St. Francis Xavier's College
St. Francis Xavier's School Tsuen Wan
St. Paul's Co-educational College
St. Stephen's Church College
STFA Tam Pak Yu College
Tang King Po School
Tang Shiu Kin Victoria Government Secondary School
The YWCA Hioe Tjo Yoeng College
Toi Shan Association College
Tseung Kwan O Government Secondary School
Tsuen Wan Government Secondary School

Tsuen Wan Pub Ho Chuen Yiu Memorial College
Tuen Mun Government Secondary School
TWGHs Kwok Yat Wai College
United Christian College
Wah Yan College, Kowloon
YCH Law Chan Chor Si College
YLPMSAA Tang Siu Tong Secondary School
Yu Chun Keung Memorial College
Yuen Long Catholic Secondary School

Special Schools

HK Red Cross Margaret Trench School
Salvation Army Shek Wu School
Saviour Lutheran School
Society of Boys' Centres Chak Yan Centre School
Tseung Kwan O Pui Chi School

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