

Inspection Annual Report 2015/16



Contents

Chapter 1	Introduction	1
Chapter 2	Key Findings of ESR and FI	3
Section 1	Effectiveness of SSE	3
Section 2	Progress Made in Major Concerns	6
2.1	Self-directed Learning	6
2.2	Catering for Learner Diversity	9
2.3	Values Education	14
2.4	Life Planning Education	17
2.5	Teachers' Professional Development	19
Chapter 3	Concluding Remarks	22
Appendix 1	Schools Undergoing ESR in the 2015/16 School Year	25
Appendix 2	Schools Undergoing FI in the 2015/16 School Year	28

Chapter 1 Introduction

- The School Development and Accountability (SDA) framework, introduced by the Education Bureau (EDB) in the 2003/04 school year, emphasises the pivotal role of School Self-Evaluation (SSE) in enhancing education. SSE, complemented by External School Review (ESR) and Focus Inspection (FI), promotes continuous self-improvement in schools through the Planning-Implementation-Evaluation (P-I-E) cycle. Schools are encouraged to routinise SSE and develop a culture of self-reflection.
- In the 2014/15 school year, the EDB completed the second cycle of ESR and conducted “The Impact Study on the Implementation of the 2nd Cycle of the School Development and Accountability Framework on Enhancing School Development in Hong Kong”. The findings affirm the positive impact of the SDA framework on encouraging self-improvement in schools, and the extensive support for ESR. To enable the sustainable development of the SDA framework, the EDB formulated, with reference to the findings of the study and the views of stakeholders and educational bodies gathered from working group meetings, consultation sessions and piloting exercises, improvement measures for adoption in the new implementation phase of the SDA framework scheduled for commencement in the 2015/16 school year. Schools are expected to continue enhancing SSE following the P-I-E cycle, and foster their sustainable development through external quality assurance mechanisms that comprise ESR and FI.
- In the 2015/16 school year, a total of 80 ESR (Appendix 1) and 250 FI (Appendix 2) were conducted by the EDB. This report sets out the key findings of these ESR and FI, the implementation and achievements of schools’ major concerns, and the effectiveness of SSE.
- The EDB continued to assess the effectiveness of SSE in a school-specific and focused manner, with particular emphasis on schools’ development plans in the current school year. As demonstrated in the ESR, schools already have a robust mechanism in place for SSE. They consider the P-I-E cycle a process for promoting self-improvement, and make use of different tools and data to evaluate their work effectiveness, so as to promote continuous development through the P-I-E cycle. Schools with better performance are able to identify development focuses and prioritise implementation strategies having regard to the school context and students’ needs, and review work progress and effectiveness in a timely manner. Closely linked with the planning of school development, SSE is a continuing process that manifests schools’ professional autonomy.
- In general, schools are able to specify their major concerns in light of the trends in education and curriculum development, and school context. The major concerns

include self-directed learning, catering for learner diversity, values education, life planning education and teachers' professional development. Schools seek to better equip teachers, enhance the effectiveness of learning and teaching, and strengthen moral education and support for students' development, working towards the education goal of promoting whole-person development and life-long learning.

- In learning and teaching, schools make great efforts to promote self-directed learning, and stimulate students' interest and motivation in learning through various learning and teaching strategies, including e-learning initiatives. Schools, in general, are still exploring the way forward, varying in their pace of development. Schools also attach great importance to catering for learner diversity. With appropriate planning on the whole, schools are able to adapt curriculum and assessment to meet the needs of students. For such measures to deliver better results, classroom implementation has yet to be strengthened.
- In respect of fostering students' positive values and attitudes, schools, in general, adopt a whole-school approach in planning and promoting values education, having regard to their school mission and goals, and students' development needs. Nevertheless, schools could still strengthen its overall planning and the co-ordination among subject panels and committees, so that students can distinguish right from wrong and are concerned about society, the nation as well as the world, and fulfil their role as a responsible citizen.
- Schools are more conscious of the importance of life planning education. The education programmes have been gradually expanded to cover not only senior secondary students but also junior secondary students, and are generally well planned. Diversified strategies are employed to help students plan ahead with wider choices, and various evaluation tools and data are used to review work effectiveness.
- In response to curriculum development and the paradigm shift in learning and teaching, schools have enhanced teachers' professional development. They focus on concerted efforts and team building among teachers, and draw up plans for their professional development. Internal and external resources are put to flexible use to foster professional exchange. To make learning and teaching more effective, schools are advised to evaluate their initiatives on teachers' professional development, and ensure that theories are put into practice for continuous enhancement.

Chapter 2 Key Findings of ESR and FI

Section 1 Effectiveness of SSE

While a robust mechanism for SSE has been established by schools, there is a need to continuously fine-tune the P-I-E cycle

- Schools have developed a robust mechanism for SSE. Prior to formulating development plans, they are able to determine their development direction by making reference to information and data from various sources, e.g. the Strengths-Weaknesses-Opportunities-Threats (SWOT) analysis, school-based and stakeholder survey results as well as evaluation of the achievement towards the major concerns in the previous cycle. Schools, in general, have drawn up follow-up plans in response to the recommendations made in the last ESR report. In some schools, the process of formulating development plans is quite transparent, as reflected in all-teacher discussions over the development direction to achieve a consensus. Teachers pull together to identify major concerns and set targets, sharing a common goal to promote school development.
- Schools that perform better in planning are able to set priorities in light of the school context and students' needs, and devise practical work plans with clear objectives and well-defined strategies. Leaders of these schools allocate resources in a flexible manner, and arrange specific professional development activities that equip teachers to implement the work plans. Some schools, however, fail to achieve the desired results of their priority tasks, because there are too many development focuses; or they are unable to differentiate priority tasks from routine work; or the tasks implemented are unable to respond to the major concerns; or they merely compile the plans of different subject panels and committees as an annual plan without holistic planning at the school level.
- In general, schools fulfil their priority tasks according to development plans. Schools with better performance set up a designated team, which co-ordinates the tasks through regular meetings, supports the subject panels and committees as appropriate, and monitors progress in a timely manner to ensure that work proceeds orderly. These schools demonstrate a high leadership capacity. By having exchanges through close communication and collaboration, subject panels and committees are able to effectively implement work plans. As for schools that perform less well, usually they fail to monitor implementation of work or there is a lack of co-ordination and collaboration among subject panels and committees. The leadership capacity of these schools is yet to be enhanced.
- Schools collect evaluation information and data before the end of a school year or development cycle to evaluate the effectiveness of tasks. Schools with better

performance are able to make good use of data and evidence from various sources, including observation of teachers and views of students and parents to review students' academic performance and development, and meticulously reflect on the effectiveness of the tasks. Schools then modify the existing strategies or formulate specific follow-up measures to inform planning effectively so as to promote school development. Yet, for some schools, there is still room to further refine their strategies or methods for evaluation. For example, their reviews do not specifically relate to development goals or their evaluation is not thorough and comprehensive enough to identify the crux of problems.

- On the whole, schools are able to, following the P-I-E cycle, review effectiveness of work to inform planning. To carry forward the spirit of SSE in pursuing sustainable development and self-improvement, they should continue to enhance the effectiveness of SSE. When drawing up development plans, schools should lead the whole teaching staff in conducting holistic planning at the school level, and entrust subject panels and committees to work out implementation plans, strategies and approaches in line with development focuses, thereby achieving synergy ultimately. Schools should monitor and support their development work in a timely manner, promote collaboration among subject panels and committees, and achieve a consensus among teachers to enhance the effectiveness of work in relation to the major concerns. Moreover, in evaluating effectiveness, schools should address the goals set for the major concerns, and thoroughly explore the root causes of inadequacies, so as to inform planning and seek further self-improvement.

Exemplar 1

Secondary school

To enhance SSE, the school incorporates the recommendations made in the last ESR into its annual plan as major tasks and takes follow-up actions accordingly. The school not only establishes clearer SSE procedures to enable teachers to review together the effectiveness of work, but also develops plans built on extensive data and students' feedback to address affective and social outcomes, perception of the school and performance in tests and examinations. Detailed discussions of the major concerns, goals and implementation strategies are held at meetings of different levels. The school used to evaluate tasks on an individual basis, but now it takes a holistic approach to gauge and reflect on the effectiveness in attaining the goals set for the major concerns. In addition, the school actively promotes teachers' professional development and enhances learning and teaching strategies through peer lesson observation, cross-school sharing and collaborative lesson preparation for certain subjects. In sum, the school is able to make good use of SSE and SWOT analysis; identify development priorities and areas for improvement according to the learning needs of students; and constantly review and

reflect on their work to seek self-improvement by making reference to data and evidence from various sources, observation and discussions of teachers, etc. The school is also able to promote self-evaluation at subject panel and committee, teacher and student levels. As a result, subject panels and committees devise work plans that correspond to the major concerns and plan the next stage of work in light of the findings of reviews; teachers reflect on their own strengths and weaknesses through peer lesson observation and appraisal; and students make self-evaluation of their learning performance with the help of questionnaires. Furthermore, the school develops multiple platforms which help create a self-evaluation culture in an open, supportive and positive manner. All these initiatives are conducive to the sustainable development of the school.

Section 2 Progress Made in Major Concerns

With the education goal of promoting students' whole-person development and life-long learning, schools identify major concerns for a development cycle in light of the trends in education and curriculum development in addition to the learning performance and development needs of students. Nurturing students' self-directed learning as well as positive values and attitudes, catering for learner diversity, and developing life planning education are the major concerns of most schools in their current development cycle. Schools attach importance to teachers' professional development. While schools are generally able to draw up professional development programmes in relation to their major concerns, some adopt enhancing teachers' professional capacity as their major concern, allocating more resources to improve teachers' overall performance in a more focused manner. The major concerns and the progress that schools made in the 2015/16 school year is set out below.

2.1 Self-directed Learning

While diversified strategies are employed to promote self-directed learning and help students gradually develop the habit and skills of self-learning, stage-specific development goals should be set to tie in with the holistic plan to cultivate the skills, habit and attitudes of self-learning

- A major direction of curriculum reforms is enhancing students' abilities to "learn to learn". As such, it is vitally important to promote self-directed learning among students, help them acquire the abilities and habit of self-learning, and enable them to construct knowledge of their own accord. Some schools regard self-directed learning as a development focus because their SSE reveals that students remain passive in learning or perform unsatisfactorily in self-directed learning. In some schools, promoting self-directed learning is a strategy for catering for learner diversity. Some other schools, following up the recommendations made in the previous ESR, promote self-directed learning as a major concern or a development focus for the purpose of enhancing learning and teaching.
- Schools promote self-directed learning through requiring students to prepare for lessons, take notes in class, and undertake after-class tasks or collect information to consolidate or extend learning. Schools nurture students' self-learning skills and habits by promoting reading and teaching reading strategies or by making use of e-learning tools. Some schools request subject panels to map out subject-based strategies towards the goal of self-learning. Teachers request students to make different kinds of pre-lesson preparation, such as collecting related information, watching videos and consulting dictionaries. Such tasks help students get an initial grasp of the learning content and form the basis for class discussion. Teachers also encourage students to take notes in class and teach them how to synthesise learning

content. Students who effectively apply such skills are able to use thinking tools as appropriate in organising information before class or the concepts learned, thus enabling their research skills and developing their self-learning habits. Some schools start with nurturing students' self-care abilities and good daily habits. They then encourage students' active learning and cultivate their willingness to learn, thus helping them to acquire self-directed learning skills. On the whole, schools with better performance are able to devise plans that focus on strategies, habits and attitudes, promoting active learning and developing students' abilities of self-directed learning progressively. Some schools, however, just focus on teaching students self-directed learning skills rather than planning clearly on cultivating related habits and attitudes. Schools should establish, in the planning process, stage-specific development goals, having regard to the learning progress and needs of students. Besides teaching learning skills, schools should guide students in setting personal learning goals ; reviewing, evaluating and reflecting on their learning performance in a timely manner; and working out practical methods to improve learning, as well as strengthen their role as self-directed learners. Besides, the subject panels and committees in some schools perceive the goal of promoting self-directed learning differently or fail to implement it comprehensively. They have to reach a consensus and strengthen the overall planning and preparation for promoting self-directed learning.

- A number of schools promote self-directed learning by integrating it with the development of e-learning. They generally make use of e-learning platforms, where multimedia resources, such as reading materials or videos on various subjects, are provided for students to make pre-lesson preparation, where students could share their learning to encourage interaction and collaboration among peers, and where teachers give timely feedback in regard to the performance of students to facilitate their learning. These initiatives are conducive to the promotion of self-learning among students. Some schools set up working group to regularly review students' learning performance in e-learning and evaluate the effectiveness. Yet, the resources, such as links of reference websites and exercises uploaded by some schools do not closely relate to the subject curriculum or learning focuses, and some schools fail to effectively review the learning progress of students and give timely feedback, thus undermining the effectiveness of implementation of the initiatives. Schools should develop specific strategies including promoting effective interactive learning on e-learning platforms and encouraging students to synthesise self-learning materials by using school-based pre-lesson preparation booklets or self-learning records.
- In view of the school development needs and students' learning needs, as identified by observation and analysis of data from stakeholder survey and the Assessment Program for Affective and Social Outcomes (APASO), a number of schools formulate self-directed learning as their major concern or development goal. Schools that have been promoting self-directed learning since the previous development cycle are able

to, building on the implementation experience and outcomes, adjust development direction and refine implementation strategies for the current cycle to motivate students to, of their own accord, set learning goals and review and reflect on what they have learnt, with the aim of sustaining and deepening the development of self-directed learning. However, some schools are unable to make effective use of evaluation results in exploring improvement measures and informing planning.

Exemplar 1

Secondary school

Self-directed learning is one of the major concerns of the school for the current development cycle. Through collaborative lesson preparation, subject panels actively discuss and develop a number of teaching strategies to promote self-directed learning. Pre-lesson preparation given by teachers is largely related to the learning content in class. Students contribute in discussions and express their thoughts on e-learning platforms, demonstrating their remarkable critical thinking skills. To strategically help students develop the habit of note-taking, the school not only teaches them skills in jotting down and organising salient points, but also enables them to put such skills into practice in lessons of various subjects. Students have an initial grasp of the skills and can apply what they have learnt. Students' self-learning ability varies. Some students are able to summarise salient points and reflect on learning; and some are able to consolidate learning with notes jotted down in their own learning styles. The school implements school-based after-school extension programmes, under which self-learning materials including graded self-learning worksheets of different topics of various subjects are provided. Such programmes, complemented by award schemes, encourage students to adopt self-learning materials according to their abilities and needs, thus enabling them to cultivate the habit of self-learning. These initiatives also help the school in catering for learner diversity.

2.2 Catering for Learner Diversity

Schools attach importance to catering for learner diversity; the implementation in classroom teaching varies

- Schools demonstrate satisfactory planning at organisation and curriculum levels. At the organisation level, schools stream students into different classes or groups according to their abilities and reduce the teacher-student ratio through proper manpower deployment in order to support students' educational needs. To strengthen support for students who are academically less able, a number of schools provide remedial teaching groups to help these students reinforce their foundation in various subjects before or after school. At the curriculum level, secondary schools, in general, offer a broad and balanced curriculum and a wide range of elective subjects for students at the senior secondary level. In addition to diversified subject combinations for the Hong Kong Diploma of Secondary Education Examination, schools offer Applied Learning courses for students to choose from according to their abilities and interests. To address the learning needs of students with different abilities, some schools adjust content, learning tasks and teaching pace in light of the abilities of students. These schools develop core and extended curriculum components for the less able students and the more able respectively. In schools that promote gifted education, a "talent pool" of gifted students is developed so as to maximise their potential under school-based programmes. Some schools arrange extension or pull-out programmes, such as robot building, coding and Olympiad Mathematics training for the more able students, or recommend them to join gifted education courses offered by external organisations or take part in inter-school or inter-district competitions, for the purpose of enriching their learning experiences and exploiting their potential.
- Teachers' effectiveness in catering for learner diversity in classroom teaching varies. Some teachers walk around the classroom to monitor the learning progress of students and provide support to individual students as necessary. Some teachers help the less able students grasp learning content through study aids, including pictures or cue cards, or instructions and examples that are specific and straightforward. While teachers ask questions frequently to check students' understanding, the questions focus mainly on factual knowledge. Teachers seldom, in light of students' learning progress, use prompts and probes to let students understand their inadequacies in learning and tackle learning difficulties, or pose questions that provoke deep thoughts and further discussion. Teachers with better questioning techniques are able to, having regard to students' abilities, proceed from easier questions to more difficult questions. This can help students consolidate step by step the concepts they are acquiring, guide them towards deep learning and help them further develop learning abilities. Heterogeneous grouping is also adopted by teachers, in the hope that the more able students can support the less able ones through interaction and

collaboration. However, certain group activities fail to effectively foster exchange and collaboration among students and some group learning does not achieve the desired results, owing to insufficient collaboration elements in the activities or limited room for topical discussion. Some teachers are inclined to cover all teaching materials according to schedule but could not make timely adjustments to the pace of teaching with regard to students' learning progress. On the whole, strategies to cater for learner diversity in classroom teaching are still inadequate. Teachers are expected to arrange, considering the abilities and learning styles of students, diversified learning activities to accommodate their learning needs.

- Measures introduced by schools in supporting students with special educational needs (SEN), newly-arrived children (NAC), cross-boundary students and non-Chinese speaking (NCS) students are fairly comprehensive. On the support for SEN students, schools suitably allocate resources to adopt the dual class teacher system, and use various grants to procure outside services, including pull-out counselling on an individual and group basis, to address students' development needs. Some schools recruit additional staff to take forward related activities and projects; some schools arrange collaborative teaching to cater for the learning needs of SEN students in class; and some schools help SEN students integrate into school life by fostering peer support through seating arrangements. As for NAC, some schools offer bridging courses and provide language learning support after school; and some schools launch adaptation programmes to help students integrate into the community and local culture. In supporting cross-boundary students, some schools collaborate with community service groups in the Mainland to provide after-school care and services to support students' development. However, a small number of schools fail to properly monitor the outside services to ensure their quality. In schools admitting NCS students, teachers evaluate students' Chinese proficiency using the "Chinese Language Assessment Tool for Non-Chinese Speaking Students", and put students into appropriate classes and groups according to their language abilities. Some schools join professional support schemes organised by external organisations to adapt or develop learning materials, and design, with reference to the "Chinese Language Curriculum Second Language Learning Framework", school-based learning and teaching materials that better suit students' learning needs. All these measures play an effective role in catering for the development and learning needs of individual students.
- Schools, in general, review the learning performance of students by means of assessment data. Some make use of such data to gauge students' learning needs, and thus modify goals and plans as appropriate. However, apart from adopting data of students' academic performance for analytical purposes, schools should also employ proper and effective methods to evaluate the effectiveness of their measures for addressing learner diversity in a more holistic manner, such as monitoring the outside services, analysing stakeholder survey results, and arranging lesson observation that

focuses on catering for learner diversity, to inform planning for the following year. At the classroom teaching level, teachers are expected to, through effective questions and feedback, help students with different abilities improve learning by identifying their strengths and weaknesses. Also, teachers should, capitalising on the advantages of small group teaching, design diversified activities to address students' learning difficulties, stimulate their learning motivation and engage them actively in classroom activities, so that collaboration among peers will be further enhanced with the more able students supporting the less able ones.

Exemplar 1

Primary school

A considerable number of NCS students have been admitted to the school in recent years. To cater for their learning needs, the school carefully devises and implements, with a whole-school approach, various measures pertinent to resource allocation, curriculum design and classroom teaching. The school arranges, in a systematic manner, for teachers to receive training in supporting NCS students, and holds internal sharing sessions for teachers to consolidate the experience gained from professional training, so that good practices can be actively promoted and implemented in school. Building on the foundation of the central curriculum framework, the school designs a school-based Chinese curriculum that is not only appropriate to the learning styles and characteristics of NCS students, but also relevant to their everyday experiences. The school adopts Chinese as a major medium of instruction for NCS students at junior primary level. It also incorporates elements of the Chinese culture and the Hong Kong community into various subjects and organises different sorts of activities and visits to help NCS students learn about Hong Kong and integrate into the community. Using appropriate evaluation tools to assess NCS students' proficiency in Chinese, the school is able to put students into different classes and groups according to their abilities and take a pedagogical approach that could address their difficulties in learning Chinese. Considering the limited support that family can provide for NCS students, the school introduces a wide range of support measures after school to help students adapt to learning, such as offering phased bridging programmes for Primary One students, and arranging learning support classes for different subjects. In addition, the school actively provides support to parents of NCS students by, among others, conducting talks on parenting skills, providing the English version of school circulars and documents, and maintaining close communication with parents of NCS students to keep them informed of the learning progress of their children. The school reviews, on a regular basis, the effectiveness of its efforts to support NCS students through stakeholder survey, the APASO, as well as school-based questionnaires and reviewing meetings for individual projects. Based on the evaluation results, the school comes up with specific recommendations for improving and sustaining the relevant work.

Exemplar 2

Primary school

An increasing number of NAC and cross-boundary students have been admitted to the school in recent years. Since family support for most of these students is inadequate, the school works out a detailed plan for addressing their learning and development needs. To help NAC integrate into the local culture and community, the school makes good use of community resources, teaming up with external community service organisations to enable students' participation in award schemes and diversified activities. As for cross-boundary students, considering that their journey home is long and they cannot stay late after school, the school purposefully adjusts class schedules and school bus arrangements so that they can take part in after-school activities and acquire learning experiences outside classroom. The school is also determined to strengthen classroom management. It promotes among students a sense of belonging to school through regular activities organised by class committee and efforts to decorate the classrooms. Attaching great importance to home-school co-operation, the school conducts, in a systematic manner, talks on different themes to provide support for parents of NAC. Since parents of cross-boundary students cannot always make themselves available for school activities, the school establishes a number of communication channels for enhancing these parents' knowledge and skills of parenting. To familiarise cross-boundary students and their parents with school life and culture, teachers not only take the initiative to approach parents to keep them informed of the learning and daily needs of their children, but also provide them with support as appropriate.

Exemplar 3

Secondary school

A broad and balanced curriculum is offered by the school. At junior secondary levels, the curriculum is tailored to school characteristics, covering drama education, geographical skills, history and humanities, etc. At senior secondary levels, a number of elective subjects are available to offer diversified choices to students and facilitate their all-round development. Students may opt for two to three elective subjects according to their abilities and interests. The school's learning support is able to cater for each aspect, placing equal weight on learning progress and emotional management of students. In addition to theme-based activities for students at various levels, the school develops for SEN students individual education plans, under which the case of each participating student is followed upon by one teacher with the provision of necessary instructions and assistance. A student ambassador scheme is also introduced. Student ambassadors provide learning support to school juniors in need and receive

guidance from teachers in setting their own goals for personal development. Through such experiences, students could realise that benefiting others is a way to benefit themselves. The school is able to define specific objectives in working out learning support programmes. It also modifies or refines the existing measures, and adjusts the objectives and implementation approaches appropriately by reviewing the evaluation data of previous years and performance of students, having regard to work priorities.

2.3 Values Education

Values education is delivered in a strategic manner to build up students' positive values and positive outlook on life.

- A clear positioning is noted in values education delivered in schools. Adopting a whole-school approach, schools start with the seven priority values and attitudes, and integrate values education with ethics or religious studies, personal growth education and moral and civic education under other key learning areas or subjects to build up students' positive values and positive outlook on life. The majority identifies "Caring for Others" and "Responsibility" as their development focuses. Some schools stress the integration of different domains of values education, connecting moral and ethical education, life education, education for sustainable development, national education, sex education, anti-drug education, health education and civic education under themes that apply to the whole school. With comprehensive coverage, their values education is able to cater for the development needs of students.
- In line with the themes of values education developed by schools, subject panels and committees formulate work plans as appropriate and adapt the school-based curriculum by introducing elements of values education. In general, schools incorporate values education into life-wide learning activities. For example, in supporting education for sustainable development, schools organise field trips to environmental protection facilities in Hong Kong or the Mainland and provide opportunities for students to experience organic farming, enabling them to recognise in real-life contexts the importance of respecting and caring for nature. Some schools emphasise the fostering of empathy among students, so that they become aware of the need to care about the feelings of others and show consideration. With elements of drama incorporated into personal growth education lessons, students may, through role-playing, put themselves in the place of others and thus develop empathy. The goals of values education, however, in some schools are fairly unspecific and unfocused. In quite a number of schools, vertical planning is not conducted in a proper way, co-ordination and liaison among subject panels and committees are insufficient, and the scope of responsibilities and chain of command are not clearly defined. As a result, unfocused efforts fail to gather momentum. In schools that perform better in planning, working groups are set up to co-ordinate the efforts and maintain close liaison with subject panels and committees. These parties work together to develop annual work plans for each level, and appropriately integrate values education with subject learning, class-teacher periods, life-wide learning activities, etc., thereby effectively fostering positive values and attitudes among students. Such practices are an invaluable source of reference for other schools.

- Schools proactively nurture students’ positive values and attitudes. In tandem with external organisations, parents or alumni, they arrange a rich variety of learning activities, such as teachers’ days, peer support schemes, activities of uniformed or service groups and voluntary community services, to heighten students’ sense of responsibility and develop them as obedient and self-disciplined individuals who stand ready to help others and care for the community. Some schools strategically create different kinds of service posts or organise work experience programmes so that students may learn and gain experience by serving classmates, family members and the community or by performing duties in a real context. These schools also help students develop positive attitudes and good behaviour at home, at school and in everyday life through award schemes, peer support programmes, inter-class competitions, etc.
- Apart from conducting surveys to collect views of such stakeholders as teachers and students, schools employ other means, e.g. teachers’ everyday observation and students’ self-reflection, to evaluate the effectiveness of values education. Some schools make reference to the analysis results of the APASO in planning values education programmes or modifying implementation strategies. Some schools are able to evaluate in a focused manner the overall effectiveness of values education and draw on past experience, thus coming up with follow-up and improvement measures to inform planning for the next stage of work. However, some schools tend to evaluate activities or strategies on an individual basis and therefore are unable to measure the overall effectiveness against the objectives of values education.

Exemplar 1

Primary school

The school develops, in a systematic manner, values education programmes with school-based characteristics. In line with the school’s vision and mission, such programmes teach students about “Etiquette” and “Caring”. To sustain the efforts in promoting etiquette education and a caring culture, the school develops a school-based handbook and relevant courses on etiquette education, and conducts such activities as etiquette ambassador and caring ambassador schemes. Through services and sharing, the school helps students learn about etiquette and a caring attitude not only at individual, family and school levels but also at the community level. The school build up students’ positive values by setting three specific learning goals for them, i.e. to have good virtues, to drive for learning, and to have good health both physically and mentally. An interactive corner for civic education is set up on the campus, which imparts information on etiquette and values education and engages students in related activities, motivating them to explore and reflect on school-based themes. Other initiatives, such as flag raising

ceremonies, exchange activities in the Mainland and thematic exhibitions, are also implemented by the school to enhance students' understanding of the country and their sense of national identity.

Exemplar 2

Secondary school

On the promotion of Basic Law education, the school incorporates Basic Law education into its whole-school moral and civic education. Covering students of all levels, the relevant programmes are linked up with, as appropriate, subject learning, class-teacher periods and life-wide learning activities. For example, Basic Law online assessments or quizzes are arranged in lessons designated for the school-based curriculum on the key learning area of Personal, Social and Humanities Education; talks about the Basic Law are held in weekly assemblies; and visits and field trips to different places are organised. To better support teachers and class teachers in their delivery of Basic Law education at the classroom teaching level, a co-ordinating team works closely with subject panels and committees in arranging teachers' participation in workshops on Basic Law education conducted by the EDB and encouraging teachers to adopt the latest versions of the learning and teaching materials. For example, teachers are advised to introduce the Basic Law in an interesting way or make use of e-Learning materials developed by the EDB in class-teacher periods and Life Planning lessons.

2.4 Life Planning Education

Life planning education is developed in a progressive manner to effectively cater for students' learning needs at different stages.

- Schools actively promote life planning education by strengthening overall planning and specifying it as a major concern or development focus. This helps students identify their interests, abilities and aspirations, get acquainted with multiple pathways for studies and career development, and develop positive attitudes towards career and studies. Some schools form a group or committee on life planning to systematically identify focuses of school-based life planning curriculum for each level, and determine learning goals and themes appropriate to the needs of students at different development stages. Some schools adopt a whole-school approach and organise professional development activities for teachers so that they could get a good grasp of the basic concepts of the curriculum and their roles in delivering life planning education. Some schools promote life planning education through collaborative lesson preparation and dissemination to class teachers information on students' further studies and career development, enabling teachers to have exchanges on counselling skills and hence effectively guide students in making wise choices for their future. For life planning education at the senior secondary levels, as a good foundation has been built, schools are able to properly provide students with guidance services on an individual basis, conduct diversified guidance activities for further studies and career development, and organise work experience programmes to meet the needs of students. In line with curriculum development, schools extend life planning education gradually to junior secondary students. For example, relevant topics are included in personal growth education or life education lessons to help students understand themselves, enabling them to identify their abilities, interests and aspirations, and thus set personal goals and development targets to prepare for their future. Schools' planning is comprehensive enough to cover all levels in secondary education.
- Schools optimise the use of EDB and external resources in promoting life planning education. Some schools assign senior secondary students as peer counsellors to assist junior ones in selecting subjects. Representatives or alumni from different industries are invited to hold talks on further studies and career development for senior secondary students, briefing them on the latest developments, entry requirements and prospects of various professions. Visits to workplaces and short-term internships are also arranged for students. Such real-life experiences deepen students' understanding of the work setting and broaden their horizons, enabling them to make informed and responsible choices to realise their aspirations.
- Most schools review the effectiveness of life planning education using various evaluation tools and data, such as students' rate of participation in activities, results of

post-activity questionnaire surveys, statistics on further studies and employment, and teachers' feedback. Some schools effectively analyse the progress of work and the feedback of students according to data under "Goal Setting" and "Goals of Life" of the APASO, as well as findings from lesson observation and discussions of subject panels.

Exemplar 1

Secondary school

A number of measures are introduced to facilitate the promotion of life planning education. Career information is incorporated into the curriculum on a subject basis, and field trips and visits are organised for certain subjects to broaden students' understanding and experience of the working world. To assist Secondary Three students in selecting subjects from the senior secondary curriculum, the school not only familiarises them with elective subjects and related education and career pathways, but also offers try-out classes to give them a better knowledge of the elective subjects for making informed choices. In catering for SEN students, the school offers additional support by organising different kinds of exploration activities and training camps, which help students understand themselves better and improve their social and communication skills. The school also arranges for students at Secondary Three or above to visit institutions, participate in career exploration and internship programmes, etc. With such support, students are able to plan for their future well in advance.

The school strives to provide students with information on multiple pathways, including local and overseas professional training programmes. In recent years, the school has actively established networks with universities in the Mainland and Taiwan, so as to open up more opportunities for students to pursue studies outside Hong Kong. Moreover, parents are invited to attend talks conducted on a regular basis and join study tours on overseas education together with their children, so as to learn more about study pathways available to their children.

2.5 Teachers' Professional Development

While schools are able to promote professional training in line with development focuses, the implementation of learning and teaching strategies in classroom teaching should be strengthened and better links should be established with collaborative lesson preparation and peer lesson observation in order to evaluate professional development activities in a focused manner.

- Besides teaching, teachers perform the roles as facilitator and partner in students' learning. More importantly, they seek to help students learn to learn, so as to support their whole-person development and encourage them to pursue life-long learning. In light of the curriculum reform, schools have gradually shifted their focus from individual teachers' capabilities to team collaboration at the subject panel and committee level. Schools draw up, having regard to major concerns and development focuses, professional development programmes for teachers, and work out, taking account of the needs of curriculum development and the professional performance of teachers, particularly the enhancement of professional competence, specific strategies to enhance the effectiveness of learning and teaching. Such professional development programmes include organising teacher development days, arranging exchange sessions, seeking external professional support, designing professional training activities that align with subject-based development focuses, and encouraging teachers to formulate their professional development plans according to personal needs. Schools also arrange induction programmes for new teachers to help them adapt to the school environment.
- Resources within and outside schools are flexibly used in arranging workshops and seminars, which enable teachers to keep pace with the times by having a good grasp of initiatives on education and curriculum development, for example, self-directed learning, e-learning and catering for learner diversity. Schools also seek external professional support, such as through participation in school-based support schemes organised by the EDB and tertiary institutions, to vigorously develop a school-based curriculum and learning and teaching materials that meet the learning needs of students. Furthermore, through the networks of school sponsoring bodies and those with fellow schools, schools arrange peer lesson observation and evaluation across schools, which not only broaden teachers' professional horizons but also facilitate exchange of experience and insights. They encourage teachers to apply what they have learnt to curriculum planning and classroom teaching, and hold sharing sessions to strengthen exchange among peers, promote good practices and hence foster team collaboration to support professional development.
- Most schools adopt collaborative lesson preparation and peer lesson observation as platforms to promote internal professional exchange. This is a common practice, particularly in the subjects of Chinese, English, Mathematics, General Studies and

Liberal Studies. In the course of lesson planning, many teachers have discussions over the selection of learning materials and design of learning activities in light of schools' priority tasks or teaching strategies; or identify the learning difficulties of students and propose specific improvement measures to enhance the learning and teaching strategies. Open classes are also arranged by schools, in which senior teachers give a demonstration of their pedagogical skills for other teachers to learn through observation. Schools with better performance are keen on conducting lesson study. Subject teachers work together to develop teaching materials and continuously refine lesson design through peer lesson observation and post-observation evaluation, with the aim of enhancing the effectiveness of learning and teaching. For example, some secondary schools actively conduct action research on moral education, through which teachers have exchanges and learn from one another, raising teaching effectiveness as a result. To facilitate resource sharing and the continuous improvement of teaching materials, some schools establish teaching resource bank that make the deliverables of lesson planning and observation available for reference. All these measures effectively contribute to the teachers' professional development.

- In identifying teachers' professional development as a major concern or formulating plans for teachers' professional training in line with school development focuses, schools generally make reference to the evaluation results of development work in the previous cycle, the findings of SSE and the recommendations made in the last ESR report. However, some schools do not give due consideration to their development focuses and have yet to draw up corresponding specific professional training programmes; some schools merely focus on the planning of professional training activities without making concrete arrangements for their application to curriculum planning and classroom teaching; and some schools are unable to set the right focus for lesson planning and observation or adopt teaching plans discussed at collaborative lesson preparation in classroom teaching. Hence, schools should make better use of such planning to discuss major teaching strategies and students' learning difficulties; establish a closer connection between collaborative lesson preparation and peer lesson observation; and set discussion focuses for lesson observation so as to evaluate work effectiveness in a more focused manner. Schools should also consolidate findings from peer lesson observation, data about students' learning effectiveness, etc. to assess the progress and results of professional development programmes, and the implementation and effectiveness of learning and teaching strategies, so as to inform future planning.

Exemplar 1

Primary school

In response to the recommendations about collaborative lesson preparation made in the last ESR, the school identifies focuses for lesson planning in light of its major concern. Teachers are asked to incorporate such elements as catering for learner diversity and developing high-order thinking skills under appropriate topics, and review individual modules according to schedule. By doing so, teachers are able to deeply reflect on their teaching practices and come up with specific improvement measures to substantially enhance the effectiveness of classroom teaching. In addition, the school makes arrangements for lessons to be observed by different parties, such as staff of fellow schools, teachers, school managers and parents. This enables teachers to reflect on lesson design from multiple perspectives and hence improve teaching. To hone teachers' skills in subject-based teaching, heads of subject panels and committees review, upon lesson observation for appraisal purposes, the effectiveness of classroom teaching with teachers and give them feedback. With great importance attached to passing on professional expertise and experience, the school not only sets up a teaching resource bank to facilitate resource sharing, but also encourages teachers to summarise and share their valuable experience and professional expertise in classroom teaching, so as to foster a sharing and learning culture and promote mutual trust within the teaching force.

Exemplar 2

Secondary school

The school actively develops a culture of professional sharing among teachers. In addition peer lesson observation in a focused manner, the school arranges, through the network of the school sponsoring body, cross-school lesson observation and action research on subject teaching under the school-based Support Teaching Partners Scheme and Quality Lesson Observation Scheme. Such efforts help broaden teachers' professional horizons and facilitate exchange and sharing among peers. Moreover, joint-school exchange meetings and teacher development days are organised on a regular basis, serving as platforms for teachers to share their experience of and insights about administrative and teaching work. The school also assigns teachers to take up different administrative duties in rotation, so as to broaden their administrative experience and enhance communication and collaboration among peers. Furthermore, the Outstanding Teacher Award Scheme is introduced to boost morale and encourage teachers to strive for excellence through professional development.

Chapter 3 Concluding Remarks

- With the SDA framework entering the new phase in the 2015/16 school year, the EDB has since conducted ESR more flexibly and arranged FI more extensively. On the principle of facilitating the sustainable development of schools, the EDB continues providing focused and constructive feedback to support schools' ongoing efforts to seek self-improvement through the P-I-E cycle.
- The findings of ESR and FI reveal that the overall performance of schools is on the whole satisfactory. In alignment with the trends in education and curriculum development, curriculum guides, school context and learning needs of students, schools optimise the use of resources, strengthen professional training for teachers and launch different kinds of programmes progressively. In the 2015/16 school year, schools, in general, identify self-directed learning, catering for learner diversity, values education, life planning education and teachers' professional development as major concerns. Schools' achievements in values education and life planning education are particularly impressive. Making use of various SSE tools and taking account of school context, SSE data, stakeholders' feedback, etc., schools determine the major concerns for the development cycle and review work effectiveness in a timely manner. Moreover, schools are able to offer a school-based curriculum that is broad and balanced with diversified choices, and promote whole-person development and life-long learning by catering for learner diversity, enriching students' learning experiences and encouraging self-directed learning.
- Schools perform well in values education and life planning education. On values education, schools take the seven priority values and attitudes as a starting point. With a whole-school approach, schools incorporate the elements of values education into the school-based curriculum or life-wide learning activities. Covering diverse topics, the values education is able to address the development needs of students. Schools create a favourable learning atmosphere and arrange diversified learning activities and voluntary community services to build up students' positive values and attitudes. The provision of life planning education is holistic, which cover students of both the junior and senior secondary levels. While junior secondary students receive assistance in identifying their interests and abilities, senior secondary students are given education and career guidance appropriately. Schools plan, co-ordinate and launch related activities in a systematic manner; put in place peer support programmes; and invite alumni to share information about various industries. All these help students get a good grasp of their abilities and aspirations, enabling them to set personal goals and development targets, acquire a better understanding of possible pathways, and make plans for their future.
- Self-directed learning is another major concern of schools in the 2015/16 school year. Diversified strategies are adopted, including integrating self-learning with e-learning,

stimulating students' learning motivation, and enhancing interaction among peers and between teachers and students. Through internal sharing or professional support of tertiary institutions, schools seek to enhance teachers' professional competence and sharing of good practices. Besides refining strategies at the present stage, schools should step up efforts to help students develop the habit and attitudes of self-learning, and enhance overall planning and preparation by fostering among teachers a consensus built on common perception and understanding of the goals of self-directed learning.

- In catering for learner diversity, while schools are able to introduce various support measures at organisation and curriculum levels, the strategies to be implemented in classroom teaching need to be refined. The planning is appropriate on the whole as schools are able to put students into appropriate classes and groups according to their abilities, offer a broad and suitable curriculum that incorporates both core and enriched learning contents, and enrich the learning experiences of students with different abilities. Moreover, there are before and after school remedial teaching groups and adapted assessments and assignments for students in need. Schools also seek external professional support and make manpower deployment by using various grants. In sum, when catering for learner diversity, teachers should further enhance classroom teaching by employing relevant strategies more appropriately. They should stimulate students' thinking and help students clarify concepts and consolidate learning by asking questions of different levels. They should also design group activities conducive to fostering communication and collaboration among peers, and guide students with hints or study aids in inquiry and construction of knowledge, as well as enhance their learning skills.
- Teachers' professional development is always of great importance for schools. In the 2015/16 school year, a number of schools set teachers' professional development as one of the major concerns. They plan professional development programmes with clear targets, according to the school context and development focuses. Such work includes arranging sharing sessions, seeking external professional support, organising teacher development days, and arranging workshops, collaborative lesson preparation, peer lesson observation, etc. These endeavours enable teachers to better grasp the trends in education and curriculum development, and give them opportunities to share successful experience, learn from one another and thus enhance their professional competence. On the whole, school have to establish stronger links between planning and classroom teaching, making good use of teaching plans discussed during collaborative lesson preparation for implementing the learning and teaching strategies in classroom instead of merely focusing on the planning of training activities for teachers' professional development.
- To promote schools' sustainable development and enhance SSE, schools should, when reviewing strategies and plans, inform planning of the next stage of work by reflection

on the strengths and weaknesses of their work. Judging from the major concerns identified by schools in the 2015/16 school year, there is still room for improvement in SSE. For example, on values education, schools should measure the effectiveness against the objectives, instead of evaluating activities and strategies on an individual basis. As for self-directed learning, school should set stage-specific development goals, and focus on cultivating the skills, habit and attitudes of self-learning. To enhance teachers' professional development, insights gathered from professional discussions among teachers should be better applied to implementation of learning and teaching strategies in class. In catering for learner diversity, a wider spectrum of approaches should be adopted to strengthen monitoring, and survey data and others should be consolidated and analysed as feedback for classroom learning and teaching in order to address the needs of students with different abilities.

- We hope that schools will continue to, building on the solid foundation of SSE, appropriately use evaluation data and information, critically review the implementation and outcomes of initiatives on major concerns and development focuses, and timely modify strategies or formulate specific and feasible follow-up measures to inform planning effectively. Schools are expected to further refine, in light of the trends in education and curriculum development, learning and teaching strategies, such as catering for learner diversity, promoting self-directed learning and broadening learning with the use of e-learning elements. In the overall planning of curriculum, schools should also enhance the connectivity of cross-subject learning, strengthen co-ordination among subject panels, and incorporate such elements as STEM¹ and values education into the curriculum, thereby broadening students' horizons, enriching their learning experiences, and enabling them to realise potential and have a positive outlook on life.

¹ STEM is an acronym of Science, Technology, Engineering and Mathematics. It refers collectively to the four academic disciplines.

Appendix 1 Schools Undergoing ESR in the 2015/16 School Year

Primary Schools

AD&FD POHL Leung Sing Tak School
Alliance Primary School Tai Hang Tung
Canton Road Government Primary School
CCC Chuen Yuen First Primary School
Cheung Chau Sacred Heart School
Ching Chung Hau Po Woon Primary School
Christian Alliance H C Chan Primary School
Chun Tok School
Emmanuel Primary School Kowloon
Fung Kai Innovative School
HHCKLA Buddhist Ching Kok Lin Ass School
HK Taoist Association Wun Tsuen School
Holy Cross Lutheran School
King Lam Catholic Primary School
Kowloon City Baptist Church Hay Nien Primary School
Li Sing Primary School
Lions Clubs International Ho Tak Sum Primary School
Lok Wah Catholic Primary School
PLK Castar Primary School
Precious Blood Primary School
SKH Ho Chak Wan Primary School
SKH Kei Lok Primary School
SKH Lui Ming Choi Memorial Primary School
SKH St Matthew's Primary School
SKH Tseung Kwan O Kei Tak Primary School
SPH Rural Committee Kung Yik She Primary School
Sacred Heart Of Mary Catholic Primary School
Sha Tin Methodist Primary School
St Bonaventure Catholic Primary School
St Francis Of Assisi's Caritas School
St John The Baptist Catholic Primary School
St Paul's College Primary School
Tak Sun School
YCH Choi Hin To Primary School

Secondary Schools

Aberdeen Technical School
AD&FD POHL Leung Sing Tak College
Buddhist Wong Fung Ling College
Caritas Charles Vath College
Carmel Pak U Secondary School
CCC Kung Lee College
Cheng Chek Chee Secondary School of SK & HH District N.T.
Christ College
Diocesan Boys' School
ECF Saint Too Canaan College
Elegantia College (Sponsored By Education Convergence)
GT (Ellen Yeung) College
Heung To Secondary School (Tseung Kwan O)
HKTA Ching Chung Secondary School
Kiangsu-Chekiang College (Kwai Chung)
Lai King Catholic Secondary School
Lingnan Secondary School
Ning Po College
Our Lady Of The Rosary College
PLK Vicwood KT Chong Sixth Form College
PLK Ngan Po Ling College
Qualified College
SKH All Saints' Middle School
SKH Bishop Mok Sau Tseng Secondary School
SKH Lui Ming Choi Secondary School
St Margaret's Co-educational English Secondary and Primary School
St Paul's College
St Paul's Secondary School
Tak Nga Secondary School
The Yuen Yuen Institute MFBM Nei Ming Chan Lui Chung Tak Memorial College
True Light Girls' College
Tsuen Wan Public Ho Chuen Yiu Memorial College
TWGHs Mrs Wu York Yu Memorial College
United Christian College (Kowloon East)
YLPMSAA Tang Siu Tong Secondary School
YMCA Of Hong Kong Christian College

Special Schools

Caritas Jockey Club Lok Yan School

Choi Jun School

Hong Chi Winifred Mary Cheung Morninghope School

Lutheran School For The Deaf

Marycove School

PLK Yu Lee Mo Fan Memorial School

SAHK Jockey Club Elaine Field School

Sam Shui Natives Association Lau Pun Cheung School

Society of Boys' Centres Hui Chung Sing Memorial School.

TWGHs Kwan Fong Kai Chi School

Appendix 2 Schools Undergoing FI in the 2015/16 School Year

Primary Schools

Aberdeen St Peter's Catholic Primary School
Aldrich Bay Government Primary School
Alliance Primary School Sheung Shui
Bishop Paschang Catholic School
Canossa Primary School
CCC Heep Woh Primary School
CCC Heep Woh Primary School (Cheung Sha Wan)
CCC Hoh Fuk Tong Primary School
CCC Kei Chun Primary School
CCC Kei Faat Primary School
CCC Kei Wan Primary School (Aldrich Bay)
Central & Western District St Anthony's School
Chai Wan Kok Catholic Primary School
Chiu Sheung School, Hong Kong
Choi Wan St Joseph's Primary School
Cumberland Presbyterian Church Yao Dao Primary School
ELCHK Kwai Shing Lutheran Primary School
ELCHK Hung Hom Lutheran Primary School
FSFTF Fong Shu Chuen Primary School
Fanling Assembly Of God Church Primary School
Farm Road Government Primary School
Free Methodist Mei Lam Primary School
Fresh Fish Traders' School
GCEPSA Whampoa Primary School
Good Counsel Catholic Primary School
Heep Yunn Primary School
Hennessy Road Government Primary School
HHCKLA Buddhist Wisdom Primary School
HK & Macau Lutheran Church Primary School
HKTA Shek Wai Kok Primary School
Ho Lap Primary School (Sponsored By Sik Sik Yuen)
Ho Ming Primary School (Sponsored By Sik Sik Yuen)
Holy Family Canossian School
HK & KLN Kaifong Women's Association Sun Fong Chung Primary School
Hong Kong Student Aid Society Primary School

Hop Yat Church School
Jordan Road Government Primary School
Jordan Valley St Joseph's Catholic Primary School
Kam Tin Mung Yeung Public School
King's College Old Boys' Association Primary School No.2
Kowloon City Baptist Church Hay Nien (Yan Ping) Primary School
Kowloon Tong Government Primary School
Kwai-Ming Wu Memorial School Of Precious Blood
LKWFS Ltd. Lau Tak Yung Memorial Primary School
Lei Muk Shue Catholic Primary School
Li Cheng Uk Government Primary School
Li Sing Tai Hang School
Ling Liang Church Sau Tak Primary School
Lui Cheung Kwong Lutheran Primary School
Lutheran Tsang Shing Siu Leun School
Ma On Shan St Joseph's Primary School
Ma Tau Chung Government Primary School
Man Kiu Association Primary School
NTWJWA Ltd. Leung Sing Tak Primary School
Ng Wah Catholic Primary School
PLK Chong Kee Ting Primary School
PLK Fung Ching Memorial Primary School
PLK Riverain Primary School
PLK Tin Ka Ping Millennium Primary School
PLK Women's Welfare Club Western District Fung Lee Pui Yiu Primary School
PLK Wong Wing Shu Primary School
Pentecostal Gin Mao Sheng Primary School
Po Kok Primary School
Po Yan Oblate Primary School
Precious Blood Primary School (South Horizons)
Price Memorial Catholic Primary School
Pui Kiu Primary School
Pun U Association Wah Yan Primary School
SKH Chi Fu Chi Nam Primary School
SKH Chu Yan Primary School
SKH Ka Fuk Wing Chun Primary School
SKH Kei Tak Primary School
SKH Kei Yan Primary School
SKH Mung Yan Primary School

SKH St Michael's Primary School
SKH St John's Primary School
SKH St Joseph's Primary School
SKH Tsing Yi Estate Ho Chak Wan Primary School
SKH Yan Laap Memorial Primary School
Sai Kung Central Lee Siu Yam Memorial School
Sai Kung Sung Tsun Catholic School (Primary Section)
Salvation Army Lam Butt Chung Memorial School
San Wui Commercial Society School
Shak Chung Shan Memorial Catholic Primary School
Shamshuipo Kaifong Welfare Association Primary School
Shan Tsui Public School
Shatin Tsung Tsin School
Shek Lei St John's Catholic Primary School
Si Yuan School Of The Precious Blood
St Francis' Canossian School
St Matthew's Lutheran School (Sau Mau Ping)
St Mary's Canossian School
St Patrick's Catholic Primary School (Po Kong Village Road)
Stewards Pooi Kei Primary School
Ta Ku Ling Ling Ying Public School
Tai Koo Primary School
Tai Po Baptist Public School
Tai Po Old Market Public School
Taoist Ching Chung Primary School
The Endeavourers Leung Lee Sau Yu Memorial Primary School
The HKCWC Hioe Tjo Yoeng Primary School
The Salvation Army Ann Wyllie Memorial School
The Salvation Army Centaline Charity Fund School
The Mission Covenant Church Holm Glad Primary School
Tin Shui Wai Methodist Primary School
Toi Shan Association Primary School
Tseung Kwan O Government Primary School
Tsuen Wan Government Primary School
Tung Koon School
Tung Tak School
TWGHs Hok Shan School
TWGHs Li Chi Ho Primary School
TWGHs Ma Kam Chan Memorial Primary School

TWGHs Tang Shiu Kin Primary School
Wong Tai Sin Catholic Primary School
YCH Ho Sik Nam Primary School
YL Public Middle School Alumni Association Primary School
Yan Oi Tong Madam Lau Wong Fat Primary School
Yaumati Catholic Primary School (Hoi Wang Rd)
Yaumati Kaifong Association School
Yuen Long Merchants Association Primary School

Secondary Schools

Aberdeen Baptist Lui Ming Choi College
Assembly of God Hebron Secondary School
Belilios Public School
Buddhist Ho Nam Kam College
Buddhist Hung Sean Chau Memorial College
Buddhist Kok Kwong Secondary School
Buddhist Sin Tak College
Buddhist Sum Heung Lam Memorial College
Buddhist Tai Hung College
Buddhist Tai Kwong Chi Hong College
Buddhist Wong Wan Tin College
Caritas Chong Yuet Ming Secondary School
Caritas Tuen Mun Marden Foundation Secondary School
Carmel Alison Lam Foundation Secondary School
Carmel Holy Word Secondary School
CCC Chuen Yuen College
CCC Fung Leung Kit Memorial Secondary School
CCC Hoh Fuk Tong College
CCC Kei Chi Secondary School
CCC Kei Heep Secondary School
CCC Kei Long College
CCC Kei San Secondary School
CCC Kei Yuen College
CCC Mong Man Wai College
CCC Tam Lee Lai Fun Memorial Secondary School
Cheung Chuk Shan College
Chinese YMCA College
Chiu Lut Sau Memorial Secondary School

Choi Hung Estate Catholic Secondary School
Christian Alliance College
Christian Alliance S W Chan Memorial College
Chung Sing Benevolent Society Mrs. Aw Boon Haw Secondary School
Clementi Secondary School
CNEC Lee I Yao Memorial Secondary School
Cumberland Presbyterian Church Yao Dao Secondary School
Fanling Government Secondary School
Fanling Kau Yan College
Fanling Rhenish Church Secondary School
Fung Kai Liu Man Shek Tong Secondary School
Henrietta Secondary School
HHCKLA Buddhist Ma Kam Chan Memorial English Secondary School
HK & KLN Kaifong Women's Association Sun Fong Chung College
HKMLC Queen Maud Secondary School
HKSKH Bishop Hall Secondary School
HKSYPICIA Wong Tai Shan Memorial College
HKTA The Yuen Yuen Institute No.2 Secondary School
Ho Dao College (Sponsored By Sik Sik Yuen)
Ho Ngai College (Sponsored By Sik Sik Yuen)
Ho Yu College & Primary (Sponsored By Sik Sik Yuen)
Holy Family Canossian College
Homantin Government Secondary School
Hong Kong Red Swastika Society Tai Po Secondary School
Hong Kong Teachers' Association Lee Heng Kwei Secondary School
Hong Kong True Light College
Islamic Kasim Tuet Memorial College
Jockey Club Government Secondary School
Ju Ching Chu Secondary School (Kwai Chung)
Ju Ching Chu Secondary School (Yuen Long)
Kau Yan College
Kiangsu-Chekiang College (Shatin)
Kit Sam Lam Bing Yim Secondary School
Ko Lui Secondary School
Kowloon Technical School
Kowloon Tong School (Secondary Section)
Kowloon True Light School
Kwok Tak Seng Catholic Secondary School
La Salle College

Lee Kau Yan Memorial School
Ling Liang Church M H Lau Secondary School
Lingnan Dr Chung Wing Kwong Memorial Secondary School
Lok Sin Tong Leung Chik Wai Memorial School
Lok Sin Tong Wong Chung Ming Secondary School
Lung Kong WFSL Lau Wong Fat Secondary School
Ma On Shan Tsung Tsin Secondary School
Maryknoll Convent School (Secondary Section)
Methodist Church HK Wesley College
Methodist Lee Wai Lee College
Mission Covenant Church Holm Glad College
Munsang College
N.T. Heung Yee Kuk Yuen Long District Secondary School
New Asia Middle School
Ng Wah Catholic Secondary School
NLSI Lui Kwok Pat Fong College
NLSI Peace Evangelical Secondary School
Pentecostal Lam Hon Kwong School
PLK Mrs. Ma Kam Ming-Cheung Fook Sien College
PLK Ho Yuk Ching (1984) College
PLK Tong Nai Kan Junior Secondary College
PLK Wu Chung College
Po On Commercial Association Wong Siu Ching Secondary School
Pok Oi Hospital Chan Kai Memorial College
Pooi To Middle School
Precious Blood Secondary School
Pui Ching Middle School
Pui Tak Canossian College
Queen Elizabeth School Old Students' Association Tong Kwok Wah Secondary School
Queen's College Old Boys' Association Secondary School
SKH Leung Kwai Yee Secondary School
SKH Li Fook Hing Secondary School
SKH Li Ping Secondary School
SKH St Mary's Church Mok Hing Yiu College
SKH Tsang Shiu Tim Secondary School
Sacred Heart Canossian College
Sai Kung Sung Tsun Catholic School (Secondary Section)
Salesian English School
Salesians Of Don Bosco Ng Siu Mui Secondary School

San Wui Commercial Society Chan Pak Sha School
Shek Lei Catholic Secondary School
Sheung Shui Government Secondary School
Shun Lee Catholic Secondary School
STFA Tam Pak Yu College
STFA Yung Yau College
Sing Yin Secondary School
St Antonius Girls' College
St Bonaventure College & High School
St Catharine's School For Girls Kwun Tong
St Francis Xavier's College
St Joseph's Anglo-Chinese School
St Joseph's College
St Stephen's Church College
St Teresa Secondary School
Stewards MKMCF Ma Ko Pan Memorial College
Stewards Pooi Tun Secondary School
TIACC Woo Hon Fai Secondary School
Tin Shui Wai Methodist College
True Light Middle School Of Hong Kong
Tsung Tsin College
TWGHs C. Y. Ma Memorial College
TWGHs Chang Ming Thien College
TWGHs Lee Ching Dea Memorial College
TWGHs Lo Kon Ting Memorial College
TWGHs Sun Hoi Directors' College
TWGHs Wong Fut Nam College
United Christian College
Wah Yan College Hong Kong
YCH Lan Chi Pat Memorial Secondary School
YCH Wong Wha San Secondary School