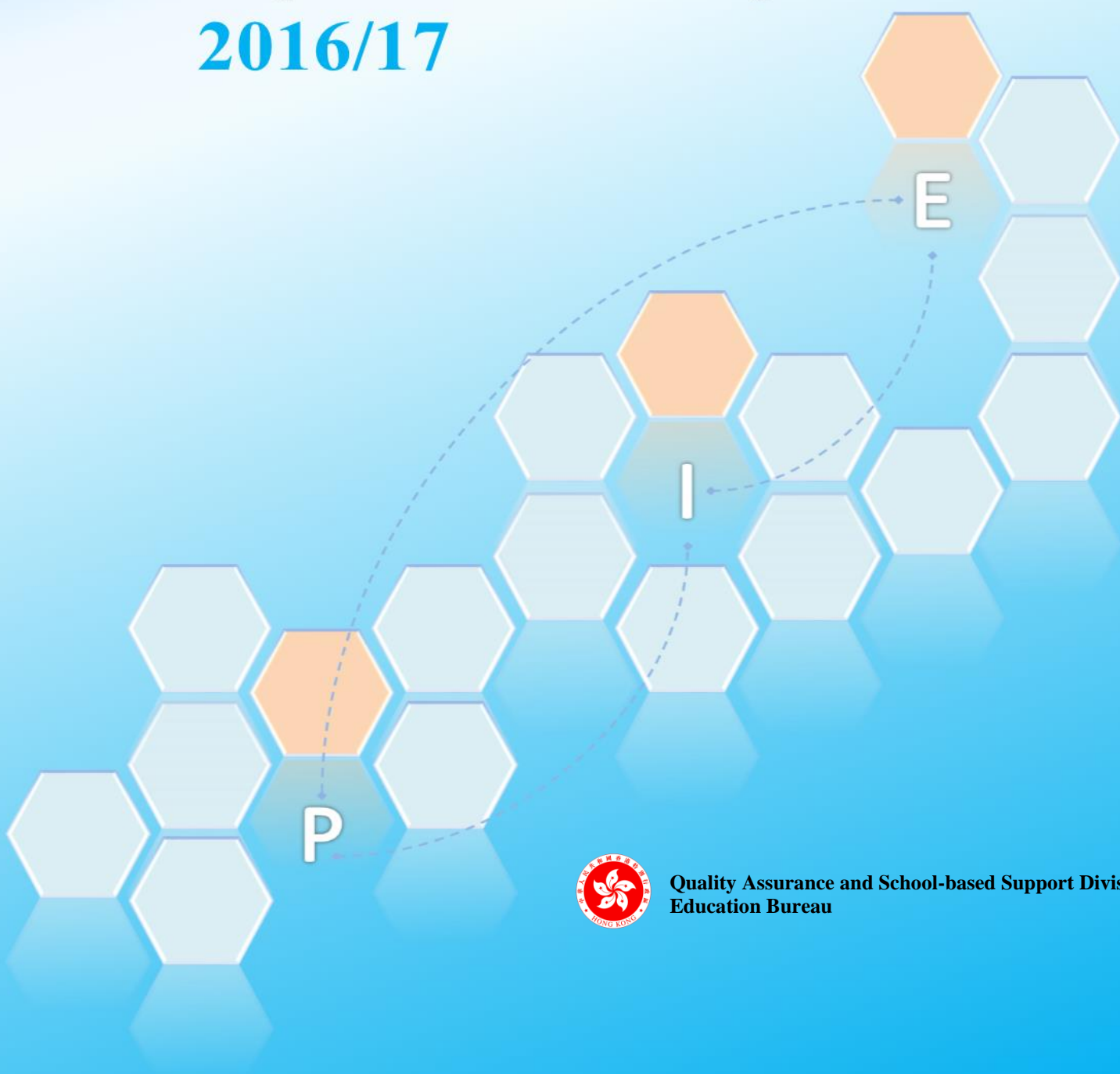


Inspection Annual Report 2016/17



Quality Assurance and School-based Support Division
Education Bureau

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Chapter 1 Introduction

- Starting from the 2015/16 school year, the Education Bureau (EDB) has implemented the next phase of the School Development and Accountability (SDA) Framework. While the EDB continues to conduct External School Review (ESR) in a school-specific and focused manner, providing schools with focused and specific feedback that facilitate schools' continuous development, ESR and Focus Inspections (FI) that cover all Key Learning Areas (KLA) and subjects are arranged flexibly and will not be bound by a fixed cycle. To align with the implementation of SDA Framework, schools devise School Development Plan (SDP), based often on a three-year development cycle. They identify major concerns for the development cycle, making reference to schools' development and students' learning needs, the trends in education, as well as school self-evaluation (SSE) findings with a view to promoting schools' continuous improvement and development. For details, please refer to the [EDB Circular No. 11/2015](#).
- In the 2016/17 school year, a total of 90 ESR (Appendix 1) and 195 FI (Appendix 2) were conducted by the EDB. This report sets out the key findings of these ESR and FI. In Chapter 2, the overall performance and progress made in SSE, professional leadership and professional development, curriculum and assessment, as well as classroom learning and teaching are laid out. Chapter 3 delineates the progress made and effectiveness of major concerns drawn up by most schools, including reading to learn, catering for learner diversity, self-directed learning and values education. The report ends with Chapter 4, which gives a conclusion of the overall findings from the inspections conducted this school year and recommendations for schools' further development. Exemplars are provided in each chapter for schools' reference when conducting self-evaluation and drawing up work plans.
- The findings of the Post-ESR School Survey show that the participating schools respond positively to the overall process of ESR and, in general, agree that the ESR teams review schools' major concerns in a school-specific and focused manner, and are able to accurately identify schools' strengths and areas for improvement, facilitating their reflection on work effectiveness. The EDB will continue to work in collaboration with stakeholders to promote schools' continuous development and enhance the effectiveness of learning and teaching and support for student development.

Chapter 2 Key Findings of External School Reviews and Focus Inspections

2.1 Effectiveness of School Self-evaluation

- In the current phase of SDA Framework, schools, in general, aim to embed the cycle of “Planning-Implementation-Evaluation” (P-I-E) into daily operation with the objective of effectively promoting schools’ continuous development. Schools are able to sustain their work in the previous development cycle. They devise development plans and identify major concerns with consideration of students’ learning and development needs, the trends in education and the information and data gathered through self-evaluation. Schools with better performance in SSE aptly differentiate priority tasks, draw up specific implementation strategies and make timely evaluation and modification. The school management leads the staff to formulate development plans. The transparent process is conducive to enhancing teachers’ consensus on and sense of ownership of programmes and, hence, the development of the schools. A small number of schools, however, make slow progress in SSE without drawing up SDP against major concerns or detailed implementation strategies.
- Schools, in general, implement major priority tasks in accordance with development plans. In schools with better performance, school managements assign duties to members of staff commensurate with their abilities and expertise, aptly deploy resources, value professional development and maintain close communication with stakeholders (including parents and members of the community). Administration committees or school development committees are set up to coordinate and monitor the implementation of priority tasks and promote cross-panel/committee collaboration, effectively facilitating student learning and strengthening student support. Some schools, however, need to strengthen the support for individual groups/committees. School managements should timely provide suggestions for improvement and, at the same time, establish consensus among teachers to ensure a shared understanding of the major concerns.
- Schools reviewing work progress and effectiveness through SSE is the key to facilitate schools’ continuous development and improvement. In this school year, a small number of schools demonstrate outstanding performance in SSE. A culture of self-evaluation is observed at subject panel/committee or teacher level. They conduct comprehensive analysis, review and reflection with reference to the assessment data and stakeholders’ opinions collected and teachers’ observation, etc.,

to modify goals and refine follow-up measures. These practices are conducive to promoting schools' continuous development. Schools that perform less well fail to set success criteria against major concerns or focus only on the data collected from surveys, failing to evaluate the effectiveness of implementation of major concerns in a specific manner, or inform planning with evaluation findings.

- On the whole, schools have established an SSE mechanism. They are able to make use of self-evaluation cycle to gather experience and to set goals and adjust strategies. The on-going cyclical process of SSE helps schools continuously improve and develop. When formulating plans, schools still need to strengthen the forging of consensus among teachers to ensure a clear direction for development, devise concrete and specific implementation and evaluation strategies, and strengthen its role in monitoring and steering, timely offering advice and support to facilitate subject panels'/committees' development so as to capitalise on the advantages of school-based management.

Exemplars

<p style="text-align: center;">Making good use of self-evaluation cycle to formulate development foci, facilitating school's continuous development</p>
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<p>The school has established a clear SSE mechanism. Adopting a whole-school approach, at the end of each development cycle, all members of the teaching staff review school performance in the eight Performance Indicators areas using evaluation information and data to identify major concerns for the next development cycle. At the end of the previous development cycle, the school makes reference to the self-evaluation findings and incorporates tasks with successful outcomes into school routine. Furthermore, having identified students' lacking confidence and proactiveness in learning suggested by the analysis of evaluation data, the school has set developing students' self-learning skills as one of the priority tasks in the current development cycle. In response to the trends in education and with the purpose of enhancing students' learning motivation and effectiveness, in the current development cycle, the school introduces e-learning in individual subjects as a starting point and strengthen teachers' relevant professional development progressively. On the whole, the school takes into consideration students' learning needs and the education trends when formulating major concerns. Before drawing up plans, the school management allows sufficient opportunities for teachers to have thorough discussions and voice their opinions. The arrangement is conducive to establishing consensus, facilitating school's continuous development through self-evaluation.</p>

Extending self-evaluation from school level to subject/committee and teacher level

The school further refine its SSE mechanism, making reference to the recommendations of the previous ESR. In addition to collecting quantitative assessment data, qualitative information is also collected through observations and interviews to facilitate a more comprehensive evaluation of the effectiveness of the priority tasks of the school. To sustain school's development, middle managers from the School Administration, Student Development and Academic Committees hold meetings regularly to monitor work progress. Putting in place an interim evaluation not only enables middle managers to have a good grasp of work progress but also facilitates their timely communication with as well as coordination and monitoring of the panels/committees. The practice also helps infuse the concept of self-evaluation into daily routine, allowing all teachers to be involved with a view to building up a team that embraces accountability. Before introducing significant policies, the school consults all teachers. It allows participation of teachers and forges consensus, facilitating the implementation of the school policies. Meetings with students on specific issues are also arranged. Opinions and expectations collected from students are used as reference to refine school policies. The school takes the recommendations of the ESR and makes improvement accordingly in an open and proactive manner. To provide a favourable condition for school's continuous development, the school has further refined SSE and enhanced the awareness of self-evaluation at subject panel/committee and teacher level.

Setting clear goals with development priorities

The school has established an SSE mechanism, making use of the P-I-E cycle to promote school's continuous development. The school organises many brainstorming sessions, seminars and visits to other schools to lead different stakeholders to build a common vision for the school, based on which work plans are reviewed and refined for setting more focused goals and practical strategies. Together with all the teaching staff, the school leaders review the effectiveness of major concerns in the brainstorming sessions, and conduct Strengths-Weaknesses-Opportunities-Threats (SWOT) analysis to identify school's development and students' needs. They also make reference to the effectiveness of work implemented to discuss and formulate major concerns for the next development cycle. A culture of self-evaluation is hence effectively promoted. The detailed evaluation of the effectiveness of the annual plan enables teachers to identify specifically the strengths and areas for improvement and inform future planning with relevant

information. Learning from the experience of the previous cycle, major concerns for the current cycle are more specific and are prioritised, creating a favourable condition for teachers to grasp and implement work plans. Subject panels'/committees' capability to self-evaluate is progressively enhanced. Work plans are formulated in accordance with the school's major concerns. Most panels/committees devise appropriate strategies, success criteria and assessment methods according to their needs. Some make use of both quantitative and qualitative information for evaluation and consolidation of review findings to inform future planning.

2.2 Professional Leadership and Professional Development

- School management, in general, is able to lead teachers to establish shared goals and devise suitable development plans in light of schools' vision and major concerns to promote school's continuous development. School managements who can effectively play their role in professional leadership are able to flexibly deploy resources according to teachers' development needs and enhance teachers' professional capabilities with strategic planning for professional development. They also empower middle managers to share the roles in planning, coordination and monitoring, and nurture talents for the schools' long-term development.
- Middle managers are, on the whole, familiar with the operation of subject panels and committees and are able to lead their members to implement work plans in alignment with schools' major concerns. Some middle managers, particularly in primary schools, demonstrate good leadership skills. In response to the trends in education and curriculum as well as school's major concerns, they lead the members of panels and committees to identify priorities in curriculum practices, devise strategic implementation plans and formulate homework and assessment policies. They also timely monitor the progress and provide support. The coordination role of middle managers in some secondary schools, however, needs to be strengthened. For example, coordinators of some KLA, such as Science Education, Technology Education and Personal, Social and Humanities Education (PSHE), fail to facilitate cross-subject communication or professional sharing within the KLA, lead teachers to build a consensus over work objectives or implementation strategies, or coordinate cross-subject communication to enhance work effectiveness. Cross-KLA collaboration also needs to be further promoted.
- Schools attach importance to teachers' professional development and most have it identified as one of the major concerns or priority tasks, with a view to enhancing learning and teaching effectiveness. Schools are, in general, able to strategically

devise plans for teachers' professional development. For example, when launching priority tasks, schools organise relevant training for teachers to familiarise them with related theories and pedagogical strategies. Schools also encourage teachers to adopt a "small-step" approach to try out strategies in class and share successful experience. These practices not only enhance teachers' confidence in implementing the new tasks, but also facilitate professional exchange among teachers. Internal resources are aptly deployed while external recourses are strategically tapped to organise diverse activities with a view to supporting the refinement of school-based curriculum and pedagogical strategies. For example, schools join the support services or partnership projects offered by the EDB or tertiary institutes, and invite experts or scholars to deliver talks and workshops to enrich teachers' professional knowledge. They also capitalise on school networks to organise inter-school professional sharing, exchange tours and training courses in the Mainland and overseas so as to widen teachers' horizons. To promote the culture of professional development and exchange in school, collaborative lesson preparation and peer lesson observation are generally put in place. Some teachers utilise collaborative lesson preparation to discuss learning content and teaching strategies with reference to students' learning difficulties as identified, make use of peer lesson observation to learn from each other, evaluate the effectiveness of teaching plans, modify strategies and adjust teaching pace to enhance the quality of learning and teaching. Schools that perform better in professional development encourage teachers not only to conduct open classes and action research, but also to establish learning circles, or even learning communities, to discuss in detail and reflect on the development foci of school-based curriculum or learning and teaching, and share the outcomes. All the above measures are conducive to enhancing teachers' professional capacities. In some schools, however, the holistic planning for collaborative lesson preparation and peer lesson observation needs to be improved to help teachers evaluate the implementation of learning and teaching strategies in a focused manner.

- On the whole, school managements are able to perform their functions in professional leadership, leading the teaching staff to formulate suitable development plans and implementation strategies that facilitate schools' continuous development. Some schools, however, should build consensus with teachers on the development goals and plans, and strengthen the organising and coordination role of middle managers to support the launching and implementation of priority tasks. Schools are able to flexibly employ both internal and external resources to organise diverse activities to promote teachers' professional development. Platforms for professional interflow, such as collaborative lesson preparation and peer lesson observation are, in general, in place. Schools with outstanding performance build up learning communities progressively through peer deliberation and collaborative

implementation. Some schools, however, should devise holistic plan for collaborative lesson preparation and peer lesson observation so as to more effectively evaluate and provide feedback to learning and teaching.

Exemplars

School management effectively performing the role of professional leadership, devising strategic plans for teachers' professional development

The school management leads the school to set a clear direction for development. They also empower the middle managers to share the roles in planning, coordination and monitoring. Through regular meetings, peer lesson observation, collaborative lesson preparation and action research, the management gathers information on the effectiveness of curriculum implementation and provide apt support to improve teaching effectiveness. School Ethos and Student Development Committee identifies students' needs through data analysis and teacher observation, etc., and organises activities accordingly, evaluates in detail the effectiveness and provides suggestions for improvement with a view to facilitating the continuous development in the area of student support, actualising the self-evaluation concept of the P-I-E cycle.

The school takes active steps in grooming capable teachers as successors, adopting measures such as the dual or trio subject panel head system and mentorship programme. More experienced leaders pass on their knowledge and experience through collaboration with potential leaders, with the purpose of developing their leadership and administrative management skills. The school also aptly renders support to newly-joined teachers through induction schemes, collaborative teaching and the dual class-teacher system, etc. Under the guidance of experienced teachers, newly-joined teachers familiarise themselves with the teaching duties and class duties so that they can adapt to the environment as soon as possible.

The school has been attaching importance to enhancing teachers' professionalism in recent years. Recourses are strategically deployed to create space for professional exchange among teachers. The school also encourages teachers to join study tours. Not only can the tours widen teachers' horizons, but also provide opportunities for teachers to get to know each other, promoting cohesion among teachers. Furthermore, the school promotes professional exchange among subject panels and encourages teachers to discuss learning and teaching strategies during collaborative lesson preparation. Teachers' reflection on teaching effectiveness is strengthened with the implementation of peer observation. Action research facilitates thematic

professional exchange among teachers and the results of action research is shared in subject panel meetings. These practices create opportunities for teachers to share and learn from each other. A culture of professional exchange is successfully established.

Capable subject leader steering continuous development of the subject

The school places emphasis on Arts Education. Having empowered by the Principal, the Visual Arts panel head arranges collaborative lesson preparation, encourages “open classroom” and gives exemplary demonstration to strengthen the discussion on classroom learning and teaching, facilitating professional exchange. The panel head plays the role in leadership and monitoring well. Lesson observation and students’ assignment inspection, etc. are conducted as a means to review the implementation of work. The panel head evaluates the effectiveness of work with reference to students’ performance and formulates appropriate follow-up measures accordingly, steering subject’s continuous development. In curriculum development, the panel head leads the teachers in Visual Arts to improve the curriculum plan, with a view to strengthening students’ visual language and knowledge and developing students’ abilities in appreciation of visual arts. Teaching materials are clear and peer assessments with appraising foci are observed in lessons. The curriculum not only integrates the domains of knowledge, creativity and critical responses, but also ensures the horizontal coherence and vertical progression of the three domains. Responding actively to the trends in curriculum development, like promoting reading, the panel recommends books about artists and puts in place an award scheme so as to encourage students to do extended reading and increases the number of topics related to Chinese Art so as to enhance students’ understanding of Chinese culture and art; in developing students’ self-learning skills, the panel designs self-study worksheets for visits to encourage students to collect relevant information before lessons, and rearranges online resources for students’ use. On the whole, the panel head effectively performs the leadership and coordination role, providing renewal in the different areas of curriculum planning, designing learning activities, timely monitoring and taking follow-up actions. The changes in Visual Arts not only strengthen students’ subject knowledge, foster creativity and ability in art appreciation, but also develop their generic skills.

**Promoting collaboration among KLA/subjects,
enabling students' integrative application of knowledge and skills**

Being the coordinator of Technology Education KLA, the Vice-principal successfully facilitates the development of the subjects within the KLA and promotes cross-KLA collaborations. Combining the core and extension learning elements of the KLA, including Structures and Mechanism, Business Environments, Operations and Organisations and Computer Networks, the school develops school-based subject, Integrated Technology, enabling students to apply knowledge and skills in an integrated manner, for example, drawing up a personal budget with the spreadsheet software and making leather products with a laser cutter. In regard to the promotion of STEM education, students are provided with opportunities to connect knowledge across different disciplines in cross-subject/KLA learning activities. For example, a cross-subject project is collaboratively designed by Integrated Technology, Mathematics and Science for Secondary Three students on the theme "Holography". The project enables students to deepen their understanding of three dimensions and its calculation, and provides opportunities for them to apply drawing skills, applying knowledge and skills learnt across these disciplines. Teachers make good use of the collaborative lesson preparation of Integrated Technology to report teaching progress and students' performance of each class, and discuss in detail teaching plans. Information gathered is used to feed back to curriculum planning. Teachers are eager to share experience and resources, exhibiting a pleasant atmosphere for professional exchange.

2.3 Curriculum and Assessment

- The EDB launched the "Learning to Learn" curriculum reform in 2001 in response to the local, regional and global changes. Building on the existing strengths, the EDB has started the renewal of the Hong Kong school curriculum, updating, in succession, the Basic Education Curriculum Guide – to Sustain, Deepen and Focus on Learning to Learn (Primary 1-6) (2014), the Secondary Education Curriculum Guide (2017) and various KLA Curriculum Guides, with continued emphasis on enhancing students' learning to learn capabilities for life-long learning and whole-person development.
- Schools, in general, are able to review school-based curriculum plans and their implementation in alignment with the curriculum development. To cater for students' needs, schools adapt the curriculum, design enrichment programmes or gifted development programmes, etc. Secondary schools also provide elective subjects and Applied Learning courses in accordance with students' varied interests and abilities.

- Adopting a variety of measures, schools help students adapt to the learning modes at different learning stages. Examples are organising Adaptation Day for Primary One or Secondary One students, setting up peer support schemes, adapting curriculum and teaching strategies, etc. To smoothen the interface between the junior and senior secondary level, schools, in general, make arrangements in the curriculum. Some schools, however, bring forward the senior secondary curriculum to the junior secondary; for example, some schools teach the 12 prescribed classical Chinese texts tested in HKDSE in the junior secondary Chinese Language curriculum; some run school-based commerce, economics or account and economics courses at the junior secondary levels; some teach senior secondary learning content of Physics, Chemistry and Biology, etc., in Secondary Three without adaptation. These arrangements overload the junior secondary curriculum, resulting in insufficient space for all the learning content. The above practices fail to provide students with a broad and balanced curriculum to meet the learning needs of students at different stages.
- Some secondary schools allocate insufficient lesson time to some KLA, such as Physical Education, Science Education and Technology Education. The junior secondary curricular of some KLA (including Science Education, Technology Education and PSHE) do not cover all essential learning elements, failing to enable students to acquire a broad and solid knowledge base and necessary skills for development.
- Learning, teaching and assessment are interrelated and should be viewed as a cycle. Schools should effectively review and analyse data collected from assessment, findings of which should be used to evaluate the effectiveness of the curriculum with a view to enhancing the quality of learning and teaching, as well as understanding students' learning performance. In recent years, stakeholders have expressed their concerns over students' stress caused by homework and assessments. As observed in ESR and FI, schools, in general, are able to make reference to the "Guidelines on Homework and Tests in Schools" issued by the EDB in October, 2015, to formulate appropriate school-based homework and assessment policies, adopting diversified homework and assessment modes to understand students' learning progress. In some schools, a designated task group/person is assigned to coordinate, implement the policies and monitor the progress. A small number of schools that perform less well, however, have yet to timely review the quality and quantity of assignments of each subject. Instead of designing diverse and interesting homework, some subjects design assignment with undue emphasis on repeated copying or drilling. Some arrange unnecessary supplementary lessons for the whole level which cannot address students' learning needs and interests.

- Some schools make good use of varied assessment data. They help students improve learning through analysing students' strengths and weaknesses in learning to feed back to curriculum planning or classroom learning and teaching strategies. In regard to the use of assessment data, some schools, especially secondary schools, nevertheless, collect only data of students' grades and passing rates without analysing students' specific learning difficulties. Follow-up measures focus mainly on increasing the amount of supplementary exercises or lessons. Devising learning and teaching strategies or adjusting teaching plans in accordance with students' learning difficulties is rare.
- On the whole, schools should make reference to the curriculum guides prepared by the Curriculum Development Council to review and adapt the current school-based curriculum, aptly utilise lesson time, strengthen the interface between different learning stages and refine holistic curriculum planning so as to provide students with a broad and balanced learning experience that meets their abilities and learning needs. Schools should also establish a mechanism to timely review the implementation of school-based homework and assessment policies to ensure that the homework assigned meets the needs and interests of students and is able to consolidate and extend students' learning. Schools need to enhance teachers' assessment literacy, helping them make good use of varied assessment data and, through the collaborative use of learning, teaching and assessment cycle, bring about the effect of assessment for learning.

Exemplars

**In line with school's development foci,
strategically promoting professional development activities**

In close relation to the school's development foci, the Mathematics subject panel strategically devise plans for teachers' professional development to enhance teachers' professional capacities. In recent years, the school has promoted e-learning and STEM education in response to students' learning needs. In view of this, the panel actively encourage Mathematics teachers to take training courses so as to familiarise themselves with relevant theories and teaching strategies. In collaborative lesson preparation, teachers select topics as starting points for e-learning and put relevant theories and skills into practice in lessons. For example, when teaching Primary Four students the parameter, through manipulating the tablet computer, students translate certain sides of a specified polygon around to turn it into a rectangle. This lets them understand the relationship between the parameter of

a specified polygon and that of a rectangle, and enables them to find out the parameter of a specified polygon quickly, consolidating their learning. The school aptly deploys resources, encouraging Mathematics, General Studies and school-based computer subject to work in collaboration in promoting STEM education. To effectively foster students' creativity, collaboration and problem-solving skills, students are required to write programmes using tablet computers, apply relevant Mathematics knowledge to operate robot cars, and conclude and display their learning outcome in the form of competitions.

**Placing high importance to stakeholders' opinions
on homework and assessment policies**

The school attaches importance to the communication with parents and students and collect their opinions on the homework and assessment policies. Details of the policies are made available on the school's website and Parents Handbook. Furthermore, there are three "School Assessment Day" each year for parents to discuss with teachers the performance of students and express their opinions on homework and assessment policies. The school also collects opinions from students via varied channels. For example, class representatives of Secondary One to Five are invited to attend focus groups meetings to voice their opinions on various measures implemented in school. The Principal regularly meets with students from Secondary Three to Six in groups and inform relevant teachers of the opinions gathered from students for the purpose of helping teachers review the work implemented and provide feedback for future planning.

**School-based homework policy - no drilling;
communicating adequately with parents**

In response to the "Guidelines on Homework and Tests in Schools" issued by the EDB, the school has designed assignments of different modes, such as project learning, performance tasks and creative writing, which are conducive to developing students' thinking skills and creativity; while mechanical drilling, repeated copying and rote learning are avoided in order not to lose students' learning interest and motivation. The school is also concerned about students' balanced physical and mental development. To avoid overloading students with excessive amount of homework, "Classroom Journal" is used to monitor the amount of homework given by each subject so that timely adjustment to the amount can be made. Tutorial periods are purposefully arranged within lesson time so that students can complete some of their homework under teachers' guidance, have spare time to participate in extra-curricular activities, and gain sufficient rest.

The school's policies are quite transparent. Details and principles of homework policies are made available on the school's website and "Parents Handbook". Parents' opinions are valued. Their opinions on the amount and level of difficulty of homework are gathered through tea receptions and surveys. Analysis of parents' opinions is made to propose follow-up measures and suggestions for improvement; for example, acknowledging parents' concerns over the excessive amount of homework, the school cancels certain assignments and adjusts the amount of homework before examinations at a particular level in junior primary so as to reduce students' stress caused by homework.

Utilising assessment data to inform learning and teaching

Each subject thoroughly analyses students' performance after each assessment and discuss students' learning difficulties and devise follow-up measures in the collaborative lesson preparation or panel meetings. Some subjects design follow-up worksheets for lessons and remedial classes to improve and consolidate students' learning. Subject-based cross-level meetings are held for subject panel heads and teachers to collaboratively review the implementation of curriculum and teaching strategies in accordance with students' learning performance and difficulties, and devise plans for adaptation and follow-up actions to enhance students' learning effectiveness.

2.4 Classroom Learning and Teaching

- Most schools take active steps in enhancing classroom learning and teaching effectiveness. Making good use of varied professional activities, such as collaborative lesson preparation, peer observation, collaboration with tertiary institutes for school-based support, schools strive for a paradigm shift from teacher-centred classroom practices to learner-centred learning with a view to providing students with more opportunities for interaction and engagement in learning with varied teaching strategies. There is continuous enhancement in the overall quality of classroom learning and teaching.
- Teachers place emphasis on lesson organisation. Learning objectives are clearly set and the learning activities are closely tied to the objectives. They use varied ways to summarise the main points of the lessons to consolidate student learning. Teachers' delivery is clear and fluent. They are able to illustrate concepts in a systematic manner with the help of various teaching resources, such as PowerPoint slides, short video clips and realia, to facilitate students' understanding of the learning content. In schools that are determined to promote e-learning, teachers actively make use of e-

resources. For example, Mathematics teachers concretise abstract concepts through letting students use mobile applications to compare the areas of different two-dimensional shapes by cutting and pasting and overlapping; Liberal Studies teachers ask students to search for information during lessons with tablet computers to enrich group discussions. However, in a small number of lessons, the use of e-resources barely enhances the lesson effectiveness. Teachers are unable to make instant assessment of students' performance or provide feedback concerning learning difficulties.

- Questioning is one of the common teaching strategies employed by teachers to check students' prior knowledge, evaluate their understanding of the learning content and consolidate learning. Teachers with good questioning techniques are able to raise questions and provide feedback that help students understand their own strengths and weaknesses, facilitating continuous improvement. Some raise questions of different levels according to students' abilities and learning progress and guide students to reflect on and grasp learning content with effective probing questions. Some teachers, however, ask predominantly closed questions or expect only pre-set "model answers" from students. For example, some language teachers ask questions focusing only on the pronunciation and explanation of phrases, failing to guide students to grasp, analyse and evaluate the text, or develop students' higher-order thinking skills. Teachers seldom guide students to explore or raise questions so as to develop their self-learning skills.
- Teachers design group activities for different topics and provide opportunities for students to share their learning outcomes, enhancing the interaction between students and students' engagement in the activities. Some group activities, however, are not well designed. Teachers provide students with insufficient guidance for the activities. The effectiveness of group activities is yet to be enhanced. Take lessons in PSHE KLA and Liberal Studies as examples, group discussions are often arranged for students to explore problems from different perspectives so that students can develop arguments for or against the specified issue; however, the room for discussion on certain issues is limited, failing to facilitate meaningful inquiry learning. Furthermore, some students are accustomed to adopting a piecemeal approach to interpret certain issues without understanding the issues comprehensively; or place undue focus on expressing personal opinions and feelings, which are not based on the analysis of information provided by the teacher. Teachers should provide timely instructions and feedback to address students' learning problems. In subjects under Science Education KLA, some teachers give lopsided emphasis on following the procedures of the experiments, failing to guide students to analyse and summarise the data collected from the experiments to deduce

and construct science knowledge. Besides, teachers seldom provide students with opportunities to conduct peer-evaluation or self-evaluation after activities. Even if there is such provision, the assessment criteria are not specific enough to facilitate students' reflection. This needs to be paid attention to by schools.

- As for catering for learner diversity, teachers, in general, monitor students' learning progress and render individual support. Some teachers design learning tasks commensurate with students' abilities or provide less able students with study aids, such as cue cards or pictures, to cater for students' varied learning needs. For example, Science teachers encourage students with difficulties in writing to take pictures of visible changes in experiments with tablet computers and display their learning outcomes in the form of pictures supplemented with symbols. Teachers incline to cover all pre-set teaching content, and seldom make adjustment to teaching pace in response to students' learning progress or break down teaching steps or content according to students' learning difficulties to assist students to grasp relevant concepts. For example, Business teachers require students to learn by rote the steps of recording business transactions without explaining the principles behind and how they affect the company's financial condition. Furthermore, in some subjects, particularly in Arts Education KLA, some students are not able to use the subject-related vocabulary accurately. For example, students are unable to use vocabulary in Visual Arts or Music to conduct verbal appreciation and criticism. Teachers should provide more demonstration and guidance to students in order to help them identify arts elements in art pieces and the relevant subject-specific vocabulary, so as to develop their ability in art appreciation. On the whole, the effectiveness of catering for learner diversity in class needs to be enhanced.
- As evident in lesson observation, teachers perform more satisfactorily in the use of resources, classroom management, communication and presentation skills while there is still room for improvement in areas such as catering for learner diversity, questioning and providing feedback. Students, in general, have good learning attitudes, engaging themselves in classroom learning activities in a serious fashion. A small number of students are rather passive and seldom adopt different strategies and skills in learning.

Exemplars

Teachers making good use of diverse strategies to cater for learner diversity

Teachers make good use of varied strategies, such as questioning, giving feedback and grouping, to cater for learner diversity in class. Teachers have good questioning techniques, asking questions of different levels of difficulty to provoke students' thinking and clarify concepts. For example, teachers provide Primary One students with tools with different measurement units and require students to measure the length of two pens. Following teachers' instructions, students discover the advantage of using the same measurement unit when measuring length, showing that they have clear Mathematic concepts. Besides, making good use of small white boards, teachers give timely and specific feedback on students' calculation process to enhance their learning. Teachers, in general, adopt various measures, such as rendering individual support, providing prompts and grouping, to cater for the varied needs of students. They often put more able students in groups for advanced or inquiry activities. For example, in the unit "Understanding fractions" at Primary Three, teachers raise the level of difficulty of learning after students have grasped the concept of fractions, showing examples and non-examples and ask questions of a higher level of difficulty. They require students to make judgements and explain their answers, helping to deepen students' understanding of the concept.

Teachers effectively leading group discussion, enhancing learning and teaching effectiveness

Teachers utilise mixed-ability grouping and assign learning tasks of varied levels of difficulty to cater for learner diversity. Students make good use of pre-lesson preparation, subject knowledge and skills of historical study to discuss historical issues from different perspectives, conducting inquiry-based learning. Students display eagerness in discussion and good peer interaction. After discussions, teachers allow students to display learning outcomes, providing them with opportunities to give constructive peer comments and inquire into themes across groups. Students are able to present their arguments clearly. They aptly support their personal opinions or counter-arguments with historical fact, demonstrating good critical thinking skills. Teachers ask effective probing questions to lead students to deepen their elaborations or refocusing questions to guide students to reflect on their mistakes and self-correct. Together with timely and specific feedback, teachers play an effective role in guiding and facilitating students' learning, enhancing learning and teaching effectiveness.

Chapter 3 Progress made in Major Concerns

In the 2016/17 school year, schools mostly adopt reading to learn, catering for learner diversity, self-directed learning and values educations as major concerns. This chapter set out the varied strategies used by schools to implement the major concerns mentioned above. For the details on major concerns in relation to classroom learning and teaching, please refer to Chapter 2.4, “Classroom Learning and Teaching”.

3.1 Reading to Learn

- Schools have been attaching importance to “Reading to Learn”. Since the curriculum reform, developing students’ interests and abilities in reading has been set as the development goal of schools, leading students to progress from “Learning to Read” to “Reading to Learn”. Schools hope to raise students’ interests in reading, encourage them to increase the amount of reading and broaden their horizons of reading, with a view to developing students’ reading habits and fostering a culture of reading in schools. Some schools give more attention to developing students’ reading abilities, strengthening the teaching of reading strategies in language subjects so as to enhance students’ language abilities. Some develop students’ capacity for and habits of self-directed learning through creating an atmosphere for reading.
- Schools, in general, adopt a whole-school approach to foster a reading culture in schools. The foundation for collaboration is quite well laid. While the library or the designated task group devise plans for, coordinate and implement whole-school reading policy, creating an environment conducive to developing students’ interests in and habits of reading, KLA/subject panels enhance student’s subject knowledge, reading abilities and subject-based study skills through subject-based reading.
- To create a reading environment and atmosphere conducive to developing students’ reading interests and habits, schools adopt diverse measures, including arranging morning/afternoon reading sessions; encouraging students to read a range of texts of different genres from books, articles and newspapers; setting up reading corners, bookcrossing corners; and installing bookshelves in classrooms, etc., to provide students with space to read around the campus outside lesson time. Schools organise reading award schemes, reading day and theme-based book fairs to sustain students’ interests in reading, and “Reading Circle” to encourage students to analyse texts from various perspectives and discuss the inferred meaning of texts. Schools invite authors to deliver talks and parent volunteers to do story-telling. Some schools appoint “Reading Ambassadors” to present their reading outcomes through oral

presentations, competitions and drama, etc. This facilitates peer interaction and arouses students' motivation to read. Schools provide students with diverse and appropriate reading materials. Some take a further step to design their own school-based books, which students find more relatable. E-reading has become a trend in recent years. Schools try promoting e-reading using multi-media resources, for example, letting students read different e-books from online platforms or with tablet computers.

- Measures adopted by schools are effective in creating a reading atmosphere. The amount of reading has increased and students have developed reading habits. There is, nevertheless, still room for improvement in enhancing students' reading interests and motivation. At the same time, schools should refine the strategies for promoting reading, for example, adjusting or making more effective use of reading sessions, encouraging teachers to read together with students, enriching the types of resources in the libraries, and extending the opening hours of the libraries. Schools could also strengthen parents' education, such as providing parents with the methods and strategies for engaging in parent-child reading at home and encouraging parents to develop reading interests with their children, with a view to bringing about positive impact on students' reading attitudes and habits.
- KLA/subject panels give weight to promoting reading, increasing students' knowledge and learning abilities. For example, Chinese Language panels introduce classical texts in reading schemes, teach with picture books and encourage students to apply subject knowledge in an integrated manner in reading so as to enhance students' subject-based study skills; Mathematics Education, Arts Education and Physical Education KLA promote reading via varied channels, such as Multiple Intelligence lessons and book exhibitions, to enable students to acquire subject knowledge through reading. Some subject panels aim to enhance students' study skills through reading; for example, General Studies guides students to analyse social issues, explore opinions of different groups in society from various perspectives and express their personal opinions. Some subjects attempt to develop students' capacity for self-directed learning through reading; for example, Mathematics teachers design project tasks that require reading to develop students' self-learning skills; PSHE KLA and Science Education KLA provide students with reading materials that facilitate pre-lesson preparation and self-study. Schools, nevertheless, pay less attention to the provision of subject-based reading strategies or have yet to develop learning materials that reflect the characteristics of the subjects. For example, in Liberal Studies, teachers should keep the learning content abreast with current issues to arouse students' interests in issues that concern the public. Schools should, therefore, strengthen students' extensive reading and

enhance their reading abilities and skills. Subject panels need to continue to encourage students to read texts of different genres to acquire knowledge, and guide students to connect knowledge acquired from reading to daily life experience so as to enhance the level of thinking.

- As observed in inspections, the library and language subject panels have closer collaboration. For example, the teacher librarians teach students reading strategies while English and Chinese language subject teachers provide reading materials for students to apply the reading strategies such as questioning, predicting and skimming; the library work collaboratively with Chinese Language Panel to set reading strategies as learning objectives, create contexts and organise varied reading activities for application so as to progressively enhance students' reading abilities. Collaboration between the library and other subject panels is also observed in some schools. Theme-based reading materials are provided throughout the year with the aim of extending students' reading horizons. Some schools, however, still need to strengthen the communication and collaboration between the library and KLA/subject panels to support the promotion of reading.
- Building on the well-established reading atmosphere, reading habits of students and cross-subject collaboration, some schools, in response to the ongoing renewal of the curriculum, aptly facilitate collaboration among different KLA and subjects to progress to Reading Across the Curriculum (RaC), enabling students to connect knowledge across different disciplines. Varied implementation strategies are observed. Some schools connect subjects through project learning. Inquiry plans are formulated based on the themes set. Student are then required to apply reading strategies, such as reviewing, comparing and connecting reading materials from different subjects, and select and use information and data collected to turn them into learning outcomes. The library takes the lead in coordinating theme-based RaC. Besides reading materials relevant to the themes set, site visits are organised to help students establish connections between reading experience and daily life, and develop an in-depth understanding of the themes. The curriculum coordinators in some schools perform the role of coordinating RaC. They invite language teachers to teach students reading strategies and skills while teachers of other subjects design tasks for students to apply strategies learnt. Schools should continue to sustain the development towards the related direction, allowing students to connect knowledge across varied disciplines, so as to enhance learning effectiveness and help students develop self-learning habits and abilities.
- On the whole, schools promote "Reading to Learn" through establishing a favourable reading atmosphere. Besides, schools are able to understand students'

reading habits through reviewing students’ performance in varied reading schemes and the library loan records. Hong Kong students’ performance in the Progress in International Reading Literacy Study (PIRLS) 2016¹ is encouraging. Building on the strengths in promoting reading atmosphere on campus, schools should continue to develop students’ reading interests and habits, and promote RaC, which provides students with opportunities to connect prior knowledge and life experience and read purposefully and meaningfully so as to acquire and construct new knowledge, broaden their horizons and develop diverse interests and abilities. This will also enable students to read critically from different perspectives and extend language learning in other disciplines so as to enhance their reading abilities and humanistic qualities. Besides, teacher librarians need to take the lead to facilitate collaboration and communication with other subject panels to strengthen the holistic planning for reading both in and outside class and design diverse reading activities. Language teachers should assess students’ mastery of reading strategies and communicate with other subject teachers to create contexts for students to apply the reading strategies learnt while subject teachers should collaborate and continue to promote subject-based reading and progress towards RaC.

Exemplars

**Enriching students’ reading experience through RaC,
enabling them to connect knowledge across different disciplines**

The school has started RaC in the current development cycle. Led by the Curriculum Leader, different subject panels collaborate to decide on the target reading strategies and skills to be taught, such as locating keywords and sentences and using Six Universal Questions, at each level based on students’ abilities and needs. A clear plan is devised. Target reading strategies and skills are taught in Chinese Language lessons. Other subjects, according to their own teaching schedule, provide students with opportunities to apply subject-based reading strategies and skills. For example, students read news and data about Hong Kong tourism in General Studies, applying “multi-perspective” thinking and pointing out opinions of stakeholders on the increase in tourists visiting Hong Kong; in Music lessons, students read about the biography of musicians, process and organise information by writing remarks while reading; in Computer lessons, students read cases mentioned in the “Cyber Ethics” and, by asking the Six Universal Questions,

¹ According to the Progress in International Reading Literacy Study (PIRLS) 2016, Hong Kong students came third amongst the 50 participating countries/regions. 93% of Hong Kong Primary Four students reached International Intermediate Benchmark or above while the international average was 82%. 18% reached International Advanced Benchmark while the international average read 10%.

induce the code of behaviour for acceptable use of information technology (IT). These practices provide students with opportunities to apply reading strategies and skills in different learning areas to acquire knowledge, effectively enhance students' reading abilities and extend their reading horizons.

Providing ample opportunities for students to share their reading experiences and achievements, effectively arousing the motivation to read

RaC is actively promoted, emphasising enhancing students' reading skills, extending their reading horizons and helping them connect reading to their learning and daily life experience. The school arranges reading lessons in Secondary One, teaching reading skills and encouraging students to make good use of the library to facilitate learning. The library works closely in collaboration with subject panels, organising meaningful reading activities, such as theme-based book exhibitions and site visits according to subjects' teaching schedule. The library also works closely with designated committees and display books of different themes in accordance with the themes of career talks. The school provides ample opportunities for students to share their reading achievements. Among all activities, Reading Forum is worth mentioning. Through debates, group discussions and individual sharing, students from other schools or districts or cultural backgrounds share their opinions on specified books. Students need to draft speeches and prepare questions for the forum, through which students' reading and self-learning abilities are enhanced.

Providing plentiful reading materials, creating a favourable reading environment

The school strives for fostering a reading culture. In order to develop a more favourable environment and atmosphere for reading, the school incorporates e-reading elements. The library improves the facilities to meet the needs of students in wheelchair, provides tablet computers for students with restricted mobility so that e-books are more accessible for them, and puts up QR codes on display boards so that students with weaker motor skills can easily obtain information by scanning the codes. These practices effectively enhance students' motivation in learning and facilitate self-learning. The library also provides students with diverse reading materials that meet students' varied cognitive levels, language abilities and interests. Reading materials include e-books and multi-media resources, such as Virtual Reality reading materials. In general, as evident in the steadily increasing number of books borrowed, a pleasing reading atmosphere is present.

3.2 Catering for Learner Diversity

- Since the implementation of the 12-year free education under the New Academic Structure, schools have placed much importance to catering for learner diversity. The changing and broadening spectrum of student intake brings in students with more diverse learning needs, including needs of non-Chinese Speaking (NCS) students learning Chinese Language, gifted students, cross-boundary students (CBS), newly-arrived children (NAC) and students with special educational needs (SEN). To acknowledge the fact that every student is a unique individual, schools need to provide a curriculum that can cater for the learner diversity in learning motivation, ability, aspiration and interest.
- The planning for catering for learner diversity at school and whole-school curriculum planning levels are quite thorough. Students are streamed into different classes according to their abilities. To minimise the diversity in students' abilities and create more space for teachers to cater for the diverse needs of students, group teaching and small class teaching are adopted. Schools also deploy additional resources to offer enrichment and enhancement courses before and after school, not only to help the less able students consolidate their foundation skills, but also the more able students develop their potentials. At the senior secondary level, schools allow more autonomy for students to make choices for their future pathways. Schools, in general, are able to offer a sufficient range of electives or Applied Learning courses in accordance with students' abilities and interests so as to provide students with multiple pathways for further study or future career. To further enhance teachers' capacity for catering for learner diversity, schools provide teachers with platforms for professional exchange, such as peer lesson observation, peer lesson evaluation and collaborative lesson preparation, on which teachers share their teaching experiences and achievements or effective classroom implementation strategies. Some schools seek school-based support services offered by the EDB or tertiary institutes to adapt the curriculum, design assignment tasks and explore learning strategies based on students' needs with a view to catering for learner diversity more effectively and enhancing teachers' professional capacity.
- At learning and teaching level, schools, in general, are able to design learning contents appropriate to students' abilities, including core learning content for students in general and an enrichment part with more challenging questions for the more able students to develop their higher-order thinking skills. To cater for the needs of the less able students, graded assignments with questions of different levels of difficulty are put in place to assess students, and "tips" and prompts given to

facilitate students' learning. For example, in Mathematics, diagrams are provided, long questions structured and data simplified to assist students to comprehend the questions. Some schools, however, fail to devise teaching strategies that can appropriately cater for students' needs. For example, graded assignments are not designed to address students' learning difficulties; learning activities or materials are not designed against teaching points or appropriate to students' abilities. Besides, some schools place excessive emphasis on catering for the needs of the less able students but do not give due consideration to developing the potentials of the more able students in the same class. Teachers do not make flexible use of supplementary learning materials. For example, in language subjects, while a structured framework helps the less able students brainstorm content for writing, it restricts the development of the creativity, and hence the potentials, of the more able students in the same class.

- Schools make adjustments to assessment according to students' abilities. Diversified modes of assessments are in place. For example, in Liberal Studies, there are "Current Issue Journal" and cross-unit self-study worksheets. In Chinese Language, varied modes of book reports, such as expressing ideas and feelings in words or pictures, and having dialogues with the characters in the books, allow students to share their reading experiences in the way that suits their learning styles. Schools also take into consideration students' learning needs in tests and examinations. For example, in Chinese Language, graded questions covering various reading skills, such as understanding, applying, analysing and evaluating, are set for reading comprehension to cater for the varied abilities of students. Quite a number of schools, however, confine the questions types in summative assessment to those of public examinations, placing undue emphasis on the drilling of examination skills. Some schools include questions that are beyond students' abilities in tests and examinations. The loose connection between learning and assessment places adverse effect on building up students' confidence in learning.
- Schools aptly adopt various measures to support student learning and cater for the needs of students with SEN, NAC, CBS and NCS students. To support students with SEN, schools adapt the curriculum, assignments and assessment in accordance with students' abilities. They stress teachers' professional development and seek support from external organisations to provide students with diverse activities, group trainings and pull-out programmes. They also obtain additional resources by participating in the "Special Educational Needs Coordinator Pilot Project" and create space for teachers to cater for the needs of individual students. Designated groups are formed to provide students with counselling on and treatment for emotional and behavioural problems, as well as training in acquiring skills for social

interaction. These practices are quite comprehensive in helping students cope with difficulties encountered in learning. Schools with more NAC and CBS are able to take into consideration students' needs and provide bridging programmes and learning activities to support them in English Language learning and adapting to the school and local environment. Schools with more NCS students adopt diverse strategies to enhance their Chinese Language abilities. They make use of the Internal Chinese Language Assessment Tool developed by the EDB to evaluate students' language abilities, and design school-based Chinese Language curriculum and learning materials with reference to the Chinese Language Curriculum Second Language Learning Framework. Local students and NCS students are purposefully put in the same class so as to create a rich language environment. Schools implement pull-out small class teaching in Chinese Language lessons to help students of similar language levels learn in small steps and grasp learning contents progressively, seek external professional support and nominate teachers to take training courses in order to better master the strategies to support the Chinese Language learning of NCS students. Some schools, nevertheless, have different expectations of NCS students' attainment in Chinese Language. Some incline to have lower expectations, targeting at International diploma examinations and designing an easier Chinese Language curriculum. They fail to design learning goals and content in accordance with students' learning pace to facilitate students' transition to the mainstream Chinese Language curriculum or enhance their language abilities.

- With reference to the EDB's three-tiered operation mode for gifted education, schools formulate school-based gifted education policies. They set up "talent pool" and nominate students for external competitions and enrichment programmes. At Level One and Two, schools provide subject-based enrichment programmes. For example, Physics panels organise astronomical telescope building activity and Physics Olympiad preparation programmes to provide students with more challenging learning opportunities. At whole-class support level, teachers provide additional practices or challenging tasks to develop students' potentials. Some graded tasks, however, are not challenging enough to stretch students' potentials.
- To more effectively cater for learner diversity, schools should make use of evaluation meetings and evaluation data to review the effectiveness of the work implemented to cater for learner diversity, inform the planning of learning and teaching in light of students' learning difficulties, and draw up relevant follow-up measures. Teachers should also adjust the breadth and depth of assignments and learning tasks to better cater for the varied learning needs of students. As for formulating policies for school-based gifted education, schools should refine their

gifted education programmes at Level One and Level Two. On top of providing support for students in respect of their academic, aesthetic and physical attainment, accelerated learning activities like diverse training programmes for developing thinking skills should also be offered to enhance students’ higher-order thinking skills, creativity and personal-social competence, which are the three core elements of gifted education.

Exemplars

**Comprehensive school-based three-tiered operation mode
in implementing gifted education and diverse strategies
facilitating the development of students’ potentials**

The school strategically implements school-based gifted education, placing emphasis on teachers’ professional development and parent education with a view to encouraging stakeholders’ participation. Teachers incorporate thinking skills into classroom learning and teaching and assessment so as to enable students of varied abilities to develop their higher-order thinking skills and creativity. They also provide the more able students with school-based enrichment programmes, covering literature, arts, affective and leadership training, etc., to further develop their potentials and generic skills. Besides, the school designs graded assignments, providing the less able students with “tips” for direction of thinking, the more able students open or challenging questions to develop their critical thinking skills, creativity and problem-solving skills. A set of clear criteria is in place for selection of students with outstanding performance in different subjects and domains for the “talent pool”. The school provides ample opportunities for the students to unleash their potentials, such as offering training programmes for outside-school competitions and nominating students for external enrichment programmes.

**Effective strategies and appropriate activities aptly addressing the learning
needs and development needs of NCS students**

In view of the increasing number of NCS students, the school has intended to strengthen NCS students’ understanding of local and Chinese cultures through diversified strategies and activities. These strategies and activities effectively facilitate cultural inclusion and enhance the students’ sense of belonging to the local community. At curriculum planning level, the Chinese Language panel develop a school-based curriculum with reference to Chinese Language Curriculum Second Language Learning Framework, offering school-based Chinese Culture and Life, and Practical Chinese Language in accordance with students’ cognitive and affective needs. The school also strategically puts local and NCS students in the

same class to facilitate peer communication. In Chinese Language lessons, small class teaching is adopted and NCS students are assigned to cross level groups according to their Chinese Language abilities to cater for the diverse abilities of the students. In class, teachers employ diversified strategies to aid NCS students to learn Chinese Language. For example, teachers use gestures, movements or illustrations to supplement explanation of the meaning of words, connect learning content to students' life experience and infuse values education and Chinese culture into student learning. The school attaches importance to students' whole-person development. Varied extra-curricular activities are arranged for students of different cultural backgrounds to collaborate and appreciate each other. Students are also encouraged to participate in community performances to showcase their talent so as to boost their confidence. Besides, students are encouraged to volunteer in community services with a view to strengthening their sense of belonging and further enhancing and deepening cultural inclusion.

3.3 Self-directed Learning

- Since the curriculum reform, schools have gathered considerable successful experience in the implementation of the Four Key Tasks. Building on the successful experience, many schools are renewing and deepening the implementation of the Four Key Tasks, taking a further step to promote subject-based or cross-curriculum project learning, integrated reading and IT to help students develop abilities in self-learning and generic skills with a view to eventually nurturing them to become self-directed learners.
- Mastering self-learning strategies is an integral part of performing self-directed learning. Self-learning strategies include making use of thinking tools to process and organise information in General Studies and using dictionary in language subjects. Schools, in general, start with requiring students to do pre-lesson preparation or take notes to develop their self-learning habits and abilities. There are various modes of pre-lesson preparation. For example, in Chinese and English Language, students are required to read articles or set questions as a lead-in for classroom learning, or to preview textbook passages to grasp the gist of each paragraph and identify the genres so as to acquire an initial understanding of the learning content; in General Studies, Mathematics and Science, students are required to watch selected video clips, collect information and use thinking tools to process learning content with a view to arousing students' learning interests and establishing their self-learning habits. Students are generally able to follow teachers' instructions and complete the pre-lesson preparation tasks by collecting information related to the topics. Only some teachers, however, connect students' pre-lesson preparation work to classroom learning activities to deepen students' understanding of the topics. Schools that

systematically promote using self-learning strategies make use of school-based self-learning worksheets or self-learning journals to develop students' self-learning skills. For example, elements of extended learning and reflection are incorporated into worksheets of Chinese Language, Mathematics, General Studies and Liberal Studies. To further promote self-directed learning, schools should formulate clear objectives and establish a consensus over how to make use of students' pre-lesson preparation work and criteria for self-learning. A blueprint should be drawn up for school-based self-directed learning so that teachers can have a good grasp of the objectives in stages and make plans accordingly.

- Building on the success in promoting self-learning strategies, some schools take a further step to refine the relevant planning and implementation. For example, in project learning, subject-based strategies are specified for students to decide on the themes and research strategies that suit their interests. More room is provided for self-directed learning, allowing students to apply knowledge and skills learnt across different disciplines in an integrated manner to explore answers. In individual schools, more comprehensive subject-based reading strategies are put in place. For example, in Chinese Language, ample reading strategies are purposefully incorporated into each learning unit in the Primary Three to Primary Six curriculum. Students are guided to progressively master the strategies and apply them in reading, with the aim of developing students' abilities in self-learning. Some schools hold higher expectations for students in their self-learning abilities. Students are required to draw up a timetable for completing assignment tasks, decide on the problem-solving strategies to be adopted and reflect on their learning. These practices help students timely review their learning progress, acquire skills in adjusting learning goals, understand their own learning progress and develop abilities in reflecting on their own learning.
- In line with the implementation of the Strategies on Information Technology in Education (ITE) and support from the EDB, most schools have grasped the development directions for e-learning and have been renewing and refining the related infrastructure with a view to facilitating teacher-student and student-student interactions through implementing e-learning. Schools integrate self-directed learning with a favourable e-learning environment to enhance student' abilities in learning independently. For example, General Studies and Mathematics panels design enquiry-based learning tasks, requiring students to use tablet computers to conduct mobile learning on campus and collect information for project learning using applications. Some schools set up e-learning platform, sharing with students resources such as websites, online reading materials, presentation slides and practices, so that students are given the autonomy to choose suitable information and

e-learning tools to perform self-directed learning. Some schools strengthen the use of e-learning platform. For example, in Liberal Studies, teachers require students to upload the work of their pre-lesson preparation and select appropriate materials to share with students for extended discussion. These practices are conducive to enhancing interaction in and outside lessons and students' learning autonomy. In Science, QR codes are provided on worksheets so that students can easily get access to the online learning materials, such as "Flipped Classroom" videos and reading texts. Abstract learning content is presented in a more specific and concrete way, which enables students to self-learn according to their own learning pace. Teachers also aptly cater for learner diversity by providing questions of different levels of difficulty on the e-learning platform to guide students to conduct online pre-lesson preparation.

- On the whole, schools have made certain achievement in helping students master self-directed learning strategies. A small number of students demonstrate good self-learning skills, taking notes on their own initiative and raising questions for clarification. Teachers, nevertheless, should continue to develop students' self-learning habits and attitudes, guiding students to set learning goals, monitor their learning progress, reflect on learning content and strategies based on feedback given, adjust learning methods and targets and even plan for their future direction of learning. Teachers should more structurally integrate learning and teaching with assessment, progressing towards "Assessment as Learning".

Exemplars

Engaging stakeholders to help student master self-learning strategies and develop good habits and attitudes

The school sets clear goals and devises comprehensive plans for the implementation of self-directed learning. Policies conducive to self-directed learning are formulated at school level while at subject level, subject panels devise curriculum and decide learning strategies to be taught accordingly, attaining outstanding performance. The school devise its work plan from three aspects – creating space for students to learn, arousing learning motivation and enhancing self-learning abilities, and implement self-directed learning by four stages – arousing motivation, setting goals, selecting strategies and self-regulating.

The school puts emphasis on creating a favourable environment to facilitate self-directed learning. On top of allocating a lesson for completing homework within the time-table every day, the school purposefully reduces the amount of daily

homework and homework for long holiday, with the intention of allowing space for self-directed learning. “Self-directed Learning Handbook” is designed to facilitate self-learning for Primary Three to Primary Six students. Students set their own topics, integrate knowledge and skills learnt across all disciplines, and display their learning outcomes. In alignment with the school policies, besides teaching reading strategies in lessons, each subject provides guidance to students to set topics for self-learning and select appropriate reading strategies after lessons. Students need to keep a record of their learning progress, outcomes and reflections, etc., and conduct self-evaluation and peer-evaluation.

The school organises a Learning Results Demonstration Day for students to display their learning outcomes and share their learning experience and achievement at the end of the school term. Parents are invited to the event. The practice serves to conclude students’ learning throughout the year and strengthen students’ confidence and interests. On the whole, the school has a thorough plan for the implementation of self-directed learning. Individual subjects are able to design their appropriate curricula and assignments accordingly to facilitate students’ mastery of the necessary skills and development of good attitudes.

Making good use of IT to enhance students’ self-learning abilities

ITE is well developed in the school. Various strategies such as reading to learn, e-learning and life-wide learning have been infused into daily learning and teaching, effectively fostering a culture of self-directed learning and facilitating continuous enhancement of students’ learning effectiveness.

The school attaches importance to developing students’ learning skills. With the aim of laying a solid foundation for students to learn, the school is determined to develop students’ logical thinking, skills in using IT and graphic organisers at the junior secondary level. Furthermore, a culture for reading is firmly established. Students are active in participating in varied reading activities and are used to promote reading to learn. For example, students search for and read relevant materials before lessons or during project learning and write reading reflections, etc. Students gradually become self-directed learners through doing extensive and deep reading on varied types of and subject-related reading materials.

IT is widely used in daily learning and teaching. Under the “One Student One Mobile Electronic Device”, students are familiar with learning with e-tools. Most teachers are able to effectively support teaching and arouse students’ learning

interests with IT. Some employ different strategies to enhance learning effectiveness. For example, teachers keep a record of students' learning outcomes with mobile devices and applications to facilitate class discussion and extend student learning using online platforms and resources after lessons. Some subject panels make good use of Virtual Reality and Augmented Reality, to enrich classroom learning experience. Some learning activities with good design allow students to take charge of their own learning. Students work in collaboration to explore, analyse and summarise so as to construct knowledge and deepen their learning.

The school also encourages students to take part in promoting ITE. For example, students are engaged in developing e-books and setting up the Information Technology Learning and Teaching Centre to use Virtual Reality and Augmented Reality in classroom learning and teaching. During the process of developing e-books, students search for, organise and analyse e-resources, and design interactive interface for e-learning. This helps deepen students' learning and enhance their self-learning abilities.

3.4 Values Education

- Schools place importance to fostering students' virtues and positive values. In alignment with the major concerns and development foci and with reference to the students' development needs identified through teachers' observation and students' reflection, most designated groups are able to lead different student support groups to formulate major concerns and development foci, plan and implement relevant measures and activities. Schools are determined to foster students' positive values and good virtues as well as help them develop healthy living habits.
- In the 2016/17 school year, care for others, responsibility and commitment are popular development foci found in most schools. Working in close collaboration, subject panels/committees are able to integrate assemblies and cross-subject activities, etc., with the school-based curriculum. The comprehensive coverage of themes, such as Moral and Civic Education, life education, anti-drug education and national education, strengthens the connections between each domain of values education, fostering students' whole-person development.
- In response to societal influences in recent years, schools have been committed to promoting life education by incorporating elements of life education into ethic and religious studies or personal growth education lessons. Starting with fostering

students' positive thinking, some schools devise a systematic curriculum plan for life education, covering time management, emotion management, resilience, etc., nurturing in students the positive attitudes for facing adversity and cultivating in them the values of treasuring lives through exploring social issues and experiential learning. With reference to the schools' yearly themes, some schools continue to refine the school-based life education curriculum. They guide students to explore issues related to life from different perspectives, arrange field trips for them to have hands-on contact with nature to develop in them the attitudes of having respect for lives and being responsible. Students are encouraged to share and reflect on their learning and experience with the aim of nurturing their resilient and optimistic attitudes, enabling them to face stress and frustration. Targeting at strengthening students' resilience, some schools infuse various positive education elements, such as accepting one-self, gratitude and appreciating others, into relevant topics of subjects, with a view to helping students transform knowledge gained into abilities and apply them in daily lives. Leadership training is organised to strengthen students' abilities to cope with changes through engaging them in problem-solving activities. Besides, external resources are aptly tapped to promote life education. Some schools participate actively in workshops offered by the EDB to familiarise themselves with the relevant teaching strategies and skills. Based on the central life education curriculum developed by their school sponsoring bodies, individual schools refine their life education curriculum, strategically connecting or re-arranging relevant activities in order to guide students to deeply reflect on the meaning of life and develop an optimistic attitude towards life.

- In promoting national education, as usual, relevant elements are infused in General Studies, Chinese Language, Chinese History, History or Life and Society and promoted through lessons and an array of life-wide learning activities, such as flag raising ceremony, talks on contemporary situations of the nation and tours to the Mainland, to deepen students' understanding of the history, culture and society of the country and, thereby, heighten their sense of belonging towards the country. Some schools attach much importance to Basic Law education. They deliberately incorporate elements of Basic Law into school-based assignments. Questions and tasks set are closely related to life events. Through exploring and analysing cases and commenting on social issues, students deepen their understanding of Basic Law and are enabled to link Basic Law to their daily lives. In some schools, Basic Law education is introduced in Humanities subjects. Adopting school-based materials or materials available in the market, students are guided to discuss life events and topics, through which they grasp the concepts and content of Basic Law and enhance their sense of national identity. Some schools develop students' learning interest through organising activities, such as theme-based exhibitions, competitions,

debates and visits. Some schools make good use of the Basic Law learning package, “Understanding the Law, Access to Justice”, or educational TV programmes developed by the EDB to supplement the teaching of Basic Law.

- Secondary schools, in general, set life planning education as one of the development foci, aiming at fostering students’ abilities in self-understanding, making personal plans, setting goals and conducting reflection. Some schools incorporate elements of life planning education into values education. Introduced through school-based moral and civic education lessons, personal growth education lessons and class teacher periods, themes are set for each year level to help students understand themselves, set goals and self-regulate. Through individual and group guidance, students are encouraged to reflect on their aptitudes and abilities, strive for achieving their goals and develop positive learning and working attitudes. Furthermore, some schools take active steps to establish connection with tertiary institutes as well as industrial and commercial organisations, and arrange visits, experiential work and internship to equip senior secondary students with sufficient knowledge of multiple pathways for further studies or future career. Through sharing and self-reflection, the above practices deepen students’ understanding of their abilities, interests and aspirations and foster in students a positive attitude towards life.
- Schools, in general, are able to gain support and trust from parents and work closely with the community and external organisations to provide students with varied support services that aptly address their needs. In schools with better performance, different groups and committees fulfill their functions and work in close collaboration with other groups and subject panels to organise cross-subject activities. Schools timely monitor the progress and make use of evaluation information to analyse and review the effectiveness of work to identify students’ needs and feed back to the holistic planning of student support.
- Schools review the implementation of work at the end of the school year through teachers’ observation, surveys and “Assessment Program for Affective and Social Outcomes” (APASO), etc. Individual schools that perform well in evaluation of work strategically make use of varied data in an integrated manner to refine the planning of school-based curriculum and relevant work during collaborative lesson preparation. They also review meticulously students’ behavioural performance with reference to their development needs. Some schools, however, are unable to evaluate the effectiveness of work against the objectives. Suggestions for improvement concern mainly administrative arrangement instead of students’ behaviour and performance. Schools should make effective use of evaluation data to inform

planning.

Exemplars

Strategically infusing elements of values education into the curriculum

The school appropriately links up subject panels and strategically incorporates the elements of values education into the curriculum. For example, in alignment with the development foci of the year – “integrity” and “collaboration”, the Mathematics panel instils in students the virtues of honesty and team spirit through learning activities such as buying and selling games and measuring activities. The panel also systematically incorporates into the curriculum learning elements, such as environmental education, recognition of national identity and care for others. For example, in the unit “three-dimensional shape”, Primary One students are required to collect discarded packages to put together a three-dimensional shape so that students can experience reusing or upcycling waste. In the unit “Kilometre” in Primary Three curriculum, students are asked to find out the routes of the Mainland Section of Express Rail Link or the distance between provinces so as to strengthen their geographic knowledge of the country. Besides, in the unit “Percentage”, Primary Six students need to make good use of the information collected to compare discounts offered by different shops, through which students are instilled with the virtue of frugality. Values education is thoroughly infused into the curriculum.

Incorporating elements of life planning education into life education to facilitate students’ self-understanding and future planning

To facilitate the implementation of life education, the school continuously refines values education curriculum, re-arranges personal growth education periods, assemblies and life-wide learning activities, infusing values education into the curricular of some subjects and devising school-based life education curriculum that suitably addresses students’ development and learning needs at different learning stages. Various domains of values education, such as spiritual education, Moral and Civic Education, education for sustainable development, national education, health education and life planning education, are integrated into life education to develop students’ good character and foster their whole-person development.

The school infuses life-planning education into school-based life education curriculum to help students progressively make plans for their future in accordance with their interests, abilities and aptitudes throughout the six years at school. At the

junior secondary level, the emphasis is put on helping students understand themselves and offering guidance on the selection of senior secondary electives. At the senior secondary level, all students are put in groups and each group is assigned a teacher to offer coherent guidance on life planning. Care, support and encouragement are offered to students to help them set goals for their lives and get prepared for it. The school also invites the school alumni to share their learning experiences and achievements with students. On the whole, the relevant programmes are in line with the school's direction of nurturing students. Apart from sharing information and knowledge to facilitate students' multiple development, the school provides students with care and inspiration to help them grow.

Chapter 4 Concluding Remarks

- In general, schools perform satisfactorily with respect to SSE. Most schools have established a clear self-evaluation mechanism and embedded SSE in their daily routine. They are able to make use of SSE results to evaluate the current situation and work effectiveness, identify students' development needs with the use of SWOT analysis, as well as consolidate their experience so as to formulate appropriate future development plans and adjust implementation strategies. Schools, however, still need to differentiate priority tasks and plan meticulously for each stage of work so as to facilitate their continuous development.
- On the whole, school managements flexibly deploy resources and manpower, strategically devise plan for professional development activities and promote professional exchange in schools, enhancing teachers' professional capacity and classroom learning and teaching effectiveness. Schools could take a further step to enhance the leadership of middle managers, strengthening their roles in leading and coordinating, and promote cross-subject collaboration with a view to helping students connect and apply knowledge and skills across different KLA and developing their generic skills.
- Most schools provide students with a broad and balanced school-based curriculum to foster whole-person development and enable students to achieve life-long learning. In some schools, however, individual KLA are not allocated with sufficient lesson time, fail to cover all the essential learning elements, or bring forward the senior secondary curriculum in the junior secondary one. Schools should make reference to relevant curriculum guides and make appropriate adjustments according to students' learning needs.
- Schools actively promote values education. In addition to incorporating values such as care for others, responsibility and commitment into the curriculum, schools, in general, organise diversified learning activities and learning experiences for students, covering Moral and Civic Education, life education, anti-drug education, national education and life-planning education, and provide students with opportunities to implement virtuous behaviour to foster in students' positive values and attitudes. Yet, to effectively promote Moral and Civic Education, schools still need to strengthen cooperation with parents and members of the community, and follow the "multi-pronged, co-ordinated" approach to further enhance the effectiveness of values education, nurturing students to become insightful and responsible citizens with positive values and attitudes.

- Developing students' reading habits and skills has been part of work plan of schools. Schools arrange reading sessions, reading schemes and organise theme-based book exhibitions, etc., to increase the quantity of reading and widen students' reading horizons, with most having successfully created quite a good reading atmosphere. At present, schools often adopt a whole-school approach to promote reading to learn. The library collaborates closely with language subject panels to teach students reading skills and strategies to enhance their abilities in reading. Non-language subject panels promote subject-based reading by recommending subject-related reading materials and linking the materials to the content of classroom learning to strengthen students' understanding of subject knowledge. Building on the good reading atmosphere, schools could further strengthen the collaboration between the library and different subject panels, following the direction of RaC, to help students flexibly apply knowledge and skills across different KLA, reflect deeply on the content of reading, and purposefully link up their reading experiences with real life.
- Schools formulate varied strategies to cater for learner diversity at different levels, such as organisation, curriculum and student support. Strategies include streaming students into different classes according to their abilities, putting students into smaller groups or implementing small class teaching. Some schools appropriately adapt the curriculum, teaching strategies, learning materials and assessment to strengthen the catering for the learning needs of students of different abilities. Besides, schools devise various support measures to cater for the needs of students with SEN, NAC, CBS and NCS students. Planning is, in general, appropriate. In classroom implementation, however, teachers should take into consideration students' cognitive styles, learning habits, prior knowledge and learning pace to select appropriate teaching content and materials, and flexibly adapt teaching methods and pace so as to cater for the learning needs of different students, helping students of different abilities to grasp learning content and construct knowledge. Furthermore, teachers should adopt diversified teaching strategies, including enhancing the effectiveness of mixed-ability grouping and adjusting teaching pace, raise questions of different levels of difficulty and provide specific feedback to help students clarify learning difficulties, and design inquiry-based group activities to guide students explore and uncover new knowledge and progressively construct concepts of varied subjects.
- Schools are determined to develop self-directed learning, starting mostly with aiding students to master self-learning strategies. Measures to enhance students' self-learning abilities include providing students with pre-lesson preparation or post-lesson extended learning, and teaching students reading strategies and skills of collecting and organising information. Some schools integrate e-learning with self-

directed learning. They make use of e-learning platforms or “flipped classroom” to provide self-learning resources, allowing students to select appropriate information and e-learning tools to learn. They also require students to upload pre-lesson preparation work or share with students appropriate materials to extend their discussions on online platforms, enhancing interaction in and outside class. Schools have gained successful experience in promoting students’ employment of self-learning strategies. They should, nevertheless, continue to develop students’ self-learning habits and attitudes with a view to progressively nurture them to become active learners. Besides, schools should also elicit teachers’ consensus on the directions of self-directed learning, devise a blueprint for the vertical development of school-based self-learning, set up objectives by stages and review students’ learning effectiveness to provide feedback for planning in a timely manner.

- Schools adopt different strategies to promote ITE. Despite the difference in strategies and pace, considerable achievement is observed. Building on the successful experience, schools could take a further step to provide a favourable environment for ITE so as to develop students’ self-learning attitudes and habits, and help them set goals for learning, monitor learning progress, as well as reflect on and adjust learning content, strategies and methods. Fostering students’ abilities in independent and self-directed learning will be the direction for future development.
- The EDB published the Secondary Education Curriculum Guide in 2017, and ongoing curriculum renewal and update of each KLA are in progress. Schools should make reference to the above curriculum documents and [EDB Circular Memorandum No. 76/2017](#) when planning their whole-school curriculum. Schools should also take into consideration the trends in education and curriculum development to strategically infuse into the curriculum values education, and strengthen the elements of Language across the Curriculum, STEM education, ITE, Chinese History and Chinese culture, providing students with rich and diverse learning experiences, broadening their horizons, fostering whole-person development and developing them into active life-long learners.

Appendix 1 Schools Undergoing External School Review in the 2016/17 School Year

Primary Schools

Bishop Ford Memorial School
Buddhist Chung Wah Kornhill Primary School
Catholic Mission School
HK Eng Clansman Assn Wu Si Chong Memorial School
HK Sze Yap C&IA San Wui Commercial Society School
HKTA Wun Tsuen Ng Lai Wo Memorial School
Ho Shun Primary School (Sponsored By Sik Sik Yuen)
Kwong Ming Ying Loi School
Lam Tsuen Public Wong Fook Luen Memorial School
Ling To Catholic Primary School
Marymount Primary School
Meng Tak Catholic School
Oblate Primary School
Pat Heung Central Primary School
Pentecostal Yu Leung Fat Primary School
Sam Shui Natives Association Huen King Wing School
Sham Shui Po Government Primary School
Shek Lei Catholic Primary School
SKH Kowloon Bay Kei Lok Primary School
St Anthony's School
St Eugene De Mazenod Oblate Primary School
Tai Po Methodist School
The ELCHK Faith Love Lutheran School
TWGHs Ko Ho Ning Memorial Primary School
TWGHs Wong See Sum Primary School
TWGHs Wong Yee Jar Jat Memorial Primary School
Tong Mei Road Government Primary School
Tsang Mui Millennium School
Tseung Kwan O Methodist Primary School

Secondary Schools

Aberdeen Baptist Lui Ming Choi College
Carmel Secondary School
Chi Lin Buddhist Secondary School
Chiu Chow Association Secondary School
CMA Choi Cheung Kok Secondary School
CMA Secondary School
Cognitio College (HK)
ELCHK Lutheran Secondary School
Gertrude Simon Lutheran College
Good Hope School
Heung To Middle School
HHCKLA Buddhist Leung Chik Wai College
HKMA K S Lo College
HKSYP & IA Chan Nam Chong Memorial College
HKTA The Yuen Yuen Institute No. 3 Secondary School
Hong Kong Sea School
Kiangsu-Chekiang College
King Ling College
King's College
Kwai Chung Methodist College
Kwun Tong Government Secondary School
Lam Tai Fai College
Lok Sin Tong Ku Chiu Man Sec School
Lung Cheung Government Secondary School
Munsang College (Hong Kong Island)
Nam Wah Catholic Secondary School
NTHYK Tai Po District Secondary School
PLK C. W. Chu College
PLK Laws Foundation College
Po Chiu Catholic Secondary School
POH Tang Pui King Memorial College
Pui Kiu Middle School
Pui Shing Catholic Secondary School
Rosaryhill School
San Wui Commercial Society Secondary School

SPHRC Kung Yik She Secondary School
St Paul's Convent School
St Stephen's Girls' College
Stewards Pooi Kei College
The ELCHK Yuen Long Lutheran Secondary School
Tin Shui Wai Government Secondary School
Tsunng Tsin Christian Academy
TWGHs Kwok Yat Wai College
TWGHs Li Ka Shing College
TWGHs Yau Tze Tin Mem College
Wai Kiu College
Wong Shiu Chi Secondary School
Workers' Children Secondary School
Yan Chai Hospital Law Chan Chor Si College
Yan Chai Hospital No. 2 Secondary School

Special Schools

Caritas Lok Yi School
Caritas Pelletier School
HK Red Cross Margaret Trench School
Hong Chi Morninghope School, Tuen Mun
Hong Chi Morningjoy School, Yuen Long
Hong Chi Morninglight School, Tuen Mun
Jockey Club Hong Chi School
SAHK B M Kotewall Memorial School
SAHK Ko Fook Iu Memorial School
Society of Boys' Centres Chak Yan Centre School
Tseung Kwan O Pui Chi School

Appendix 2 Schools Undergoing Focus Inspection in the 2016/17 School Year

Primary Schools

Aplichau Kaifong Primary School
Asbury Methodist Primary School
Assembly of God Leung Sing Tak Primary School
Bonham Road Government Primary School
Buddhist Lim Kim Tian Memorial Primary School
Buddhist Wong Cheuk Um Primary School
C.&M.A. Sun Kei Primary School
C.&M.A. Chui Chak Lam Memorial School
C.U.H.K. F.A.A. Thomas Cheung School
CCC Chuen Yuen Second Primary School
CCC Kei Wa Primary School
CCC Kei Wai Primary School
CCC Wanchai Church Kei To Primary School (Kowloon City)
Chi Hong Primary School
Chi Lin Buddhist Primary School
Cho Yiu Catholic Primary School
Dr. Catherine F. Woo Memorial School
ELCHK Ma On Shan Lutheran Primary School
F.D.B.W.A. Chow Chin Yau School
F.M.B. Chun Lei Primary School
Fanling Public School
Five Districts Business Welfare Association School
Fung Kai No.1 Primary School
GCCITKD Cheong Wong Wai Primary School
H.K.R.S.S. Tuen Mun Primary School
HHCKLA Buddhist Chan Shi Wan Primary School
HHCKLA Buddhist Wong Cho Sum School
HKFYG Lee Shau Kee Primary School
Hoi Pa Street Government Primary School
Hoi Ping Chamber of Commerce Primary School
Holy Family Canossian School (Kowloon Tong)
Hong Kong and Macau Lutheran Church Ming Tao Primary School
Hong Kong Southern District Government Primary School
Island Road Government Primary School

Kowloon Bay St. John The Baptist Catholic Primary School
Kowloon Tong Bishop Walsh Catholic School
Kwong Ming School
Lam Tin Methodist Primary School
Leung Kui Kau Lutheran Primary School
Lok Sin Tong Primary School
Ng Clan's Association Tai Pak Memorial School
North Point Government Primary School
North Point Government Primary School (Cloud View Road)
PLK Siu Hon Sum Primary School
PLK Stanley Ho Sau Nan Primary School
Po On Commercial Association Wan Ho Kan Primary School
Pui Ling School of The Precious Blood
Q.E.S. Old Students' Association Branch Primary School
SKH Good Shepherd Primary School
SKH Kei Oi Primary School
Sacred Heart Canossian School
Sharon Lutheran School
Shek Wu Hui Public School
Sir Ellis Kadoorie (S) Primary School
SKH Holy Carpenter Primary School
SKH Lee Shiu Keung Primary School
SKH Ma On Shan Holy Spirit Primary School
SKH St Clement's Primary School
SKH Tin Wan Chi Nam Primary School
SKH Tsing Yi Chu Yan Primary School
SKH Yan Laap Primary School
South Yuen Long Government Primary School
St. Peter's Catholic Primary School
STFA Leung Kit Wah Primary School
Taoist Ching Chung Primary School (Wu King Estate)
The Salvation Army Tin Ka Ping School
Tin Shui Wai Catholic Primary School
Tin Shui Wai Government Primary School
Tsing Yi Trade Association Primary School
TWGHs Hong Kong and Kowloon Electrical Appliances Merchants Association Limited School
TWGHs Sin Chu Wan Primary School
TWGHs Lo Yu Chik Primary School
Tung Koon District Society Fong Shu Chuen School

Wong Tai Sin Government Primary School
Xianggang Putonghua Yanxishe Primary School of Science and Creativity
Y.C.H. Chan Iu Seng Primary School
Y.C.H. Chiu Tsang Hok Wan Primary School
Y.C.H. Law Chan Chor Si Primary School
Y.O.T. Tin Ka Ping Primary School
Yan Tak Catholic Primary School
YLPMS Alumni Association Ying Yip Primary School

Secondary Schools

Baptist Lui Ming Choi Secondary School
Bethel High School
Buddhist Wai Yan Memorial College
Canossa College
Caritas Chai Wan Marden Foundation Secondary School
Caritas Ma On Shan Secondary School
Caritas St. Joseph Secondary School
Caritas Yuen Long Chan Chun Ha Secondary School
Carmel Bunnan Tong Memorial Secondary School
Carmel Divine Grace Foundation Secondary School
CCC Fong Yun Wah Secondary School
CCC Heep Woh College
CCC Kei To Secondary School
CCC Ming Yin College
CCC Yenching College
Cheung Chau Government Secondary School
Cheung Sha Wan Catholic Secondary School
China Holiness Church Living Spirit College
Chong Gene Hang College
Christian Alliance S. C. Chan Memorial College
CNEC Lau Wing Sang Secondary School
Cognitio College (Kowloon)
Concordia Lutheran School
Concordia Lutheran School - North Point
Cotton Spinners Association Secondary School
CUHKFAA Chan Chun Ha Secondary School
CUHKFAA Thomas Cheung Secondary School
Daughters of Mary Help of Christians Siu Ming Catholic Secondary School

FDBWA Szeto Ho Secondary School
GCCITKD Lau Pak Lok Secondary School
Helen Liang Memorial Secondary School (Shatin)
HKCWC Fung Yiu King Memorial Secondary School
HKFEW Wong Cho Bau Secondary School
HKTA The Yuen Institute No.1 Secondary School
Hoi Ping Chamber of Commerce Secondary School
Holy Trinity College
Hong Kong and Kowloon Chiu Chow Public Association Secondary School
Hong Kong Chinese Women's Club College
Hong Kong Tang King Po College
Immaculate Heart of Mary College
Kwun Tong Kung Lok Government Secondary School
Lai Chack Middle School
Leung Shek Chee College
Liu Po Shan Memorial College
Lock Tao Secondary School Hong Kong
Lok Sin Tong Leung Kau Kui College
Lok Sin Tong Yu Kan Hing Secondary School
Lui Cheung Kwong Lutheran College
Lui Ming Choi Lutheran College
Ma On Shan St Joseph's Secondary School
Madam Lau Kam Lung Secondary School of Miu Fat Buddhist Monastery
Man Kiu College
Methodist College
MKMCF Ma Chan Duen Hey Memorial College
Newman Catholic College
Ning Po No.2 College
Notre Dame College
Our Lady's College
Pentecostal School
PHC Wing Kwong College
PLK Celine Ho Yam Tong College
PLK Lee Shing Pik College
PLK Yao Ling Sun College
PLK Lo Kit Sing (1983) College
PLK No.1 W.H. Cheung College
PLK Tang Yuk Tien College
POH 80th Anniversary Tang Ying Hei College

Po Kok Secondary School
Pope Paul VI College
Queen Elizabeth School
Queen's College
Raimondi College
Rhenish Church Pang Hok-Ko Memorial College
Salvation Army William Booth Secondary School
Semple Memorial Secondary School
Sha Tin Government Secondary School
Sha Tin Methodist College
Shatin Pui Ying College
Shatin Tsung Tsin Secondary School
Shau Kei Wan East Government Secondary School
Shau Kei Wan Government Secondary School
STFA Leung Kau Kui College
STFA Seaward Woo College
SKH Bishop Baker Secondary School
SKH Holy Carpenter Secondary School
SKH Kei Hau Secondary School
SKH St Benedict's School
SKH Tang Shiu Kin Secondary School
SKH Tsoi Kung Po Secondary School
South Tuen Mun Government Secondary School
St Francis of Assisi's College
St Mary's Canossian College
St Paul's School (Lam Tin)
St Peter's Secondary School
St Rose of Lima's College
Tack Ching Girls' Secondary School
Tak Oi Secondary School
Tang Shiu Kin Victoria Government Secondary School
The Y.W.C.A. Hioe Tjo Yoeng College
Toi Shan Association College
Tseung Kwan O Government Secondary School
Tsuen Wan Government Secondary School
Tung Chung Catholic School
TWGHs Chen Zao Men College
TWGHs Lui Yun Choy Memorial College
TWGHs Mrs Fung Wong Fung Ting College

TWGHs Wong Fung Ling College
Wa Ying College
Y.O.T. Chan Wong Suk Fong Memorial Secondary School
Y.O.T. Tin Ka Ping Secondary School
Ying Wa Girls' School
Yuen Long Catholic Secondary School
Yuen Long Merchants Association Secondary School
Yuen Long Public Secondary School