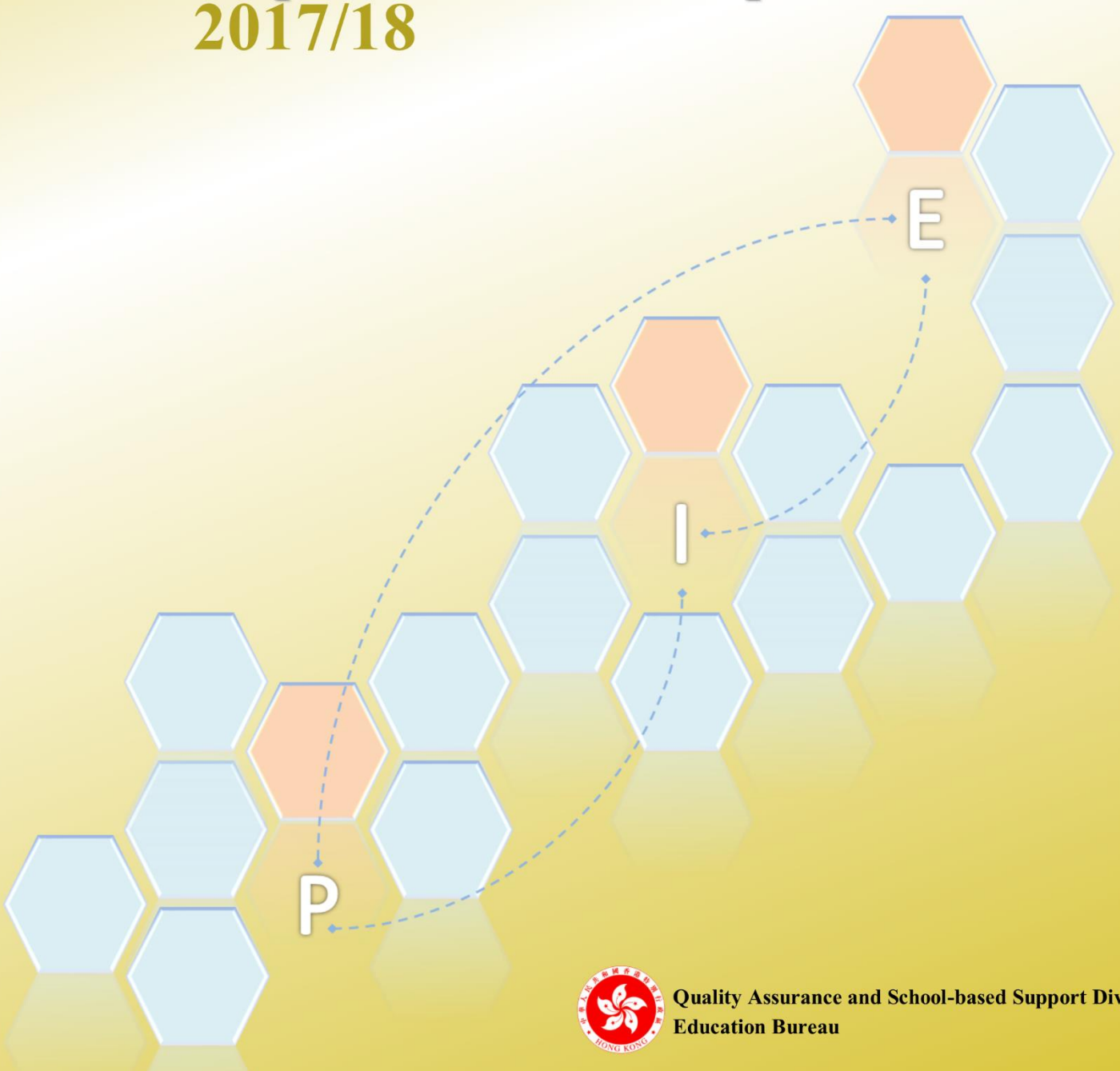
Inspection Annual Report
2017/18



Quality Assurance and School-based Support Division
Education Bureau

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Chapter 1 Introduction

- As part of the School Development and Accountability (SDA) Framework developed by the Education Bureau (EDB) in 2003, schools undertake self-evaluation through the "Planning-Implementation-Evaluation" (P-I-E) cycle to promote quality education, in line with the spirit of school-based management. Using External School Review (ESR) and Focus Inspection (FI) as quality assurance mechanisms, the EDB provides schools with recommendations for improvement with a view to enhancing the effectiveness of school self-evaluation (SSE) and facilitating their sustainable development.

- In the 2017/18 school year, the EDB continued to adopt an approach, which is "school-specific and focused" and evidence-based, to conducting ESR in 45 primary schools, 36 secondary schools and 10 special schools (Appendix 1), and FI in 87 primary schools and 107 secondary schools (Appendix 2). This report presents the key findings of the inspections, including SSE; professional leadership and teachers' professional development; curriculum and assessment; classroom learning and teaching; and support for student development. It also discusses the developments of various educational initiatives which more schools are placing a premium on, which include values education, self-directed learning and Science, Technology, Engineering and Mathematics (STEM) education. Exemplars are also included in this report for schools' reference.

- According to the findings of the post-ESR school survey of the 2017/18 school year, the participating schools have responded positively to the review. In general, they find that the ESR teams were able to review schools' major concerns in a school-specific and focused manner, identify schools' strengths and their areas for improvement in specific ways, which has helped them reflect on their work effectiveness, and set future targets and formulate plans. The EDB hopes that by reading this report, schools can have a better understanding of their overall performance and progress in various areas of work and initiatives. Schools should also refer to the exemplars and suggestions for improvement to continue to enhance their development and increase the effectiveness of learning and teaching.

Chapter 2 Key Findings of External School Reviews and Focus Inspections

2.1 Effectiveness of School Self-evaluation

- Based on their experience in implementing the SDA Framework and the ESR report recommendations from the previous development cycle, schools respect the principles of school-based management, and have established a clear self-evaluation mechanism and incorporated self-evaluation into their daily operations. Most schools set their development directions in accordance with trends in education and the needs of their students. They generally view the development of values education, self-directed learning, and catering for learner diversity as their major concerns. Most schools are capable of steering subject panels and committees to review their work regularly so as to keep track of its progress and monitor its effectiveness.

- In schools with better overall planning, all teachers are given the opportunity to participate in self-evaluation conducted by different subject panels and committees. Together they review the work effectiveness of the previous development cycle, as well as discuss areas that require attention and improvement. Adopting an evidence-based approach, they establish clear goals and devise appropriate strategies to facilitate the school's sustainable development. Placing great emphasis on the inter-relationship between students' learning and their development, individual schools purposefully integrate the major concerns of these two domains and encourage different subject panels and committees to collaborate with each other to formulate complementary policies to achieve overall work effectiveness. However, some schools lack thorough planning. For example, their major concerns and implementation strategies for two development cycles are almost identical, suggesting a lack of progress. Major concerns and goals that are vaguely defined also provide little guidance for setting priorities. Without a clear development agenda and consensus, subject panels and committees can only continue with their usual routines or implement discrete strategies according to their own interpretations. These schools should further develop their understanding of self-evaluation as a concept and their techniques in putting it in practice.

- Support and supervision from school management and middle managers are crucial for the implementation of development plans. In a small number of schools, management and heads of subject panels and committees are able to maintain close communication with teachers. Through meetings, thorough observations and student performance analyses, they are able to attain a sound understanding of the effectiveness of the school's development plans and promptly provide substantial feedback and support to teachers. However, some schools fail to provide timely supervision and support to subject panels and committees. This curbs the progress and effectiveness of the implementation of their development plans.

- In the area of evaluation, most schools use the self-evaluation tools developed by the EDB and themselves to collect data from different sources and review work progress. A small number of schools are able to evaluate the effectiveness of their work with reference to the goals set; clearly identify achievements and areas for improvement; and execute appropriate follow-up actions. However, quite a number of schools merely focus on reporting work progress without thoroughly analysing their data, or they concentrate on evaluating certain tasks without taking into account the need for assessing the effectiveness

of the major concerns as a whole. As a result, the function of evaluation to inform planning is hampered.

- SSE plays a decisive role in effectively implementing and deepening the school's commitment to different development areas. Looking ahead, schools need to improve their strategic planning. In addition to establishing appropriate and focused major concerns, schools should set a reasonable implementation timeline and goals for different phases. They should guide all subject panels and committees to formulate appropriate implementation strategies and collaborate to enhance overall work effectiveness. Adopting an evidence-based approach, schools should further review whether they have effectively reached their objectives in promoting students' learning and development, so that they can establish valid targets and strategies for the next stage of development.

Exemplars

Adopting an evidence-based approach to school self-evaluation to inform strategic planning
The school has established a special committee to coordinate self-evaluation and to co-plan alongside other teachers various measures, through different committees, subject panels and other exchange platforms. The school adopts an evidence-based approach to developing its school development plans, as well as annual plans and reports. Taking into consideration trends in education and its own context, the school carefully analyses the data obtained from various stakeholders, and actively explores ways to improve development approaches and implementation strategies. To inform planning, it impartially examines the effectiveness of school management, classroom pedagogy, students' learning, and work related to their affective development. In recent years, the management has strived for further improvement by guiding subject panels and committees to reflect on whether they have accomplished their intended outcomes, and re-adjust their targets and strategies based on the findings. Under the management's leadership, teachers implement life planning education as well as work pertaining to the major renewed emphases (MRE) recommended in the *Secondary Education Curriculum Guide* (Curriculum Development Council, 2017). Through these undertakings, they review the plans and measures for supporting students' academic and non-academic development in tandem, integrating and revising them where appropriate, so as to further enhance students' whole-person development and prepare them for the future. To promote continuous improvement in development planning, the school makes good use of various resources and actively solicits professional support to further enhance teachers' professional capacity and foster a collaborative culture amongst them. Although the school's major concerns for two consecutive school development cycles are related to self-directed learning and enhancing the quality of teachers, it has managed to develop progressively by revising goals and strategies in accordance with their self-evaluation data. This is evident in, for example, the school's extension of its target from developing students' learning skills to developing their self-learning attitudes and capabilities. Such a re-adjustment reinforces the school's efforts in implementing life planning education. Further, it contributes to enhancing students' learning motives, strengthening their abilities to set their own goals, cultivating self-directed learning attitudes and self-management skills, so that they are better equipped for the future. In terms of improving teachers' professional competence, the school suitably modifies the contents of

its training programmes in accordance with the school's direction for development. Overall, the school's development aptly matches the needs of teachers and students, and aligns well with recent trends in education.

Closely analysing research data and implementing specific follow-up measures

To evaluate how effectively their major concerns are implemented, the school makes reference to the data collected through different self-evaluation tools, such as the Stakeholder Survey and Key Performance Measures. It also develops a school-based questionnaire targeting the objectives of school development focuses and student needs. Thus, the school manages to track and discern the changes that take place among students of the same cohort across different school years, the strengths and weaknesses of students at different year levels, and areas for improvement for the entire student population. For example, one of the school's major concerns is to enable students to become active learners. Using the school-based questionnaire, teachers are able to understand their students' perceptions towards self-learning attitudes, their learning habits and ways they apply learning strategies. In response to the findings, the school develops suitable follow-up measures. For example, it steps up its efforts in developing students' information skills after identifying that it is an area for development. On the whole, the school effectively makes use of self-evaluation for continuous self-improvement.

2.2 Professional Leadership and Teachers' Professional Development

- The effectiveness of the school's professional leadership is key to sustaining its development and enhancing teachers' performance. Keeping up with the latest trends in education, the school management deploys different resources, including funding from the EDB and support from external professionals and other key stakeholders, to ensure a diversified learning experience for students, and to enhance support for their growth, so as to facilitate their whole-person development. Schools attach importance to teachers' professional development. Through collaborative lesson planning, peer lesson observation and school-based professional development, teachers are encouraged to share their learning and teaching experiences. To align with their development focuses and to cater for staff needs, many schools solicit external professional support services or arrange visits to fellow schools to help their teachers acquire new knowledge and broaden their horizons.

- Under effective professional leadership, all teachers take part in the planning of the school's major concerns. Together they work to achieve consensus on the priorities and goals of development. In the process of implementation, close communication is maintained at all levels. School management and middle managers capably monitor the work progress and deployment of resources, offering timely feedback and recommendations in support of the development focuses of different subject panels and committees. However, to enhance work efficiency and accountability, a small number of management staff need to clearly define the responsibilities and reporting lines of different functional committees. Some middle managers are inclined towards routine work, and need to redeploy their focus to the school's major concerns and play a more active role in terms of strategic planning, coordination and supervision. They should also work together to ensure the school's development focuses are properly implemented. In secondary schools, the role of the coordinators of Key Learning Areas (KLAs), especially KLAs that comprise several

subjects, should be reinforced. They need to exercise leadership by steering subject teachers to review the KLA's overall curriculum planning, ensuring a smooth transition between key stages, and promoting cross-KLA collaboration, in order to provide a broad and balanced curriculum for students.

- In enhancing teachers' professional knowledge and abilities, the more effective schools manage a good grasp of teachers' needs and are therefore able to strategically help them strengthen their professional capacity. A good example is when a school management empowers and develops teachers with good potential by assigning them executive management tasks, or asking them to assist in planning and co-ordinating development items, so as to hone their leadership and decision-making skills, and also prepare for future succession planning. Some schools plan strategically, according to their own development focuses and teachers' needs, to enhance curriculum leadership, professional development to cater for students with special educational needs (SEN), as well as classroom management skills. In other schools, curriculum leaders help boost teachers' pedagogical skills and assessment literacy by guiding them to continuously refine their learning and teaching strategies and assessment design in accordance with students' learning needs. However, quite a number of schools need to exert greater effort in promoting teachers' professional development. This includes strengthening the connections between lesson preparation, lesson observation and lesson evaluation; setting clear expectations and focuses for collaborative lesson planning and peer lesson observation to ensure members of the panel share the common goals and to boost professional sharing; and encouraging teachers to put into practice the observations and insights they have shared and drawn from exemplary teaching experiences. Schools should also help teachers thoroughly understand the concept of curriculum development, enhance their knowledge and skills to support student development, thereby empowering them to implement appropriate and effective strategies.

- On the whole, there has been an increase in awareness and effort with regard to promoting teachers' professional development in learning and teaching. Assisting teachers to apply what they have learnt is key to work effectiveness. It is, therefore, vital for schools to enhance knowledge transfer and management, strategically guiding teachers to assimilate the experiences gained from external professional support services. Taking into consideration the school context and students' characteristics and needs, teachers are encouraged to conduct in-depth discussions about factors influencing the effectiveness of learning and teaching. Through continuously trialling, adjusting and deepening teaching practices, teachers contribute to the sustainable improvement of the quality of learning and teaching. Further, schools should appreciate the importance of professional development in facilitating student development. For example, they can help class teachers understand their role in supporting student development and master guidance and discipline skills so that they can provide suitable counselling services to students.

Exemplars

Effectively improving middle managers' leadership skills and continuously refining learning and teaching strategies
The school management is fully aware of the importance of developing a learning community among teachers. In addition to staff development days and sharing sessions, the

principal and two vice-principals use various other platforms for communication and professional exchange with subject panels and committees. They review documents, undertake lesson observations and attend meetings of subject panels and committees to understand the development plans and needs of different panels and committees. Not only do they ask thought-provoking questions and give suggestions, they also provide relevant support in a timely manner, which enables teachers to continuously reflect and learn, and effectively perform their role as professional leaders. As the capabilities of middle managers progressively improve, the principal strongly encourages them to take the initiative to make suggestions conducive to the school's development, enhancing the team's leadership and decision-making abilities.

The school's curriculum development team synthesises common elements of a quality lesson, notably self-directed learning, e-learning, and catering for learner diversity, to assist different subject panels to refine the design of their lessons according to their own context and needs, thus enhancing the overall effectiveness of learning and teaching. To promote professional sharing among teachers, collaborative lesson planning sessions for various core subjects are built into the school time-table, and cross-subject lesson observations are encouraged. Teachers can generally make effective use of the co-planning sessions, vigorously discussing students' performance, and ways to improve learning and teaching strategies, as well as the design of tasks and activities.

Providing ample opportunities for professional exchange to foster teachers' professional development

The school provides opportunities for professional development in various forms, such as lesson observation by school managers, collaborative lesson planning and open lessons. The school also designates highly experienced teachers of Chinese Language, English Language and Mathematics to be "expert teachers". They offer counsel and guidance to peers to enhance their professional capacity, and organise professional development activities that dovetail with the school's development focuses. The school also provides appropriate support to new teachers by assigning teacher-mentors to help them with regard to class and curriculum matters. Arrangements are also made for these new teachers to assume the role of assistant class teachers in their first year. They work hand in hand with the experienced class teachers, effectively gaining a good understanding of their work. The management makes use of various channels, notably "a meeting with the principal", to promote professional exchange with teachers and help them set up goals for individual development. To facilitate professional development through continuous learning, teachers are encouraged to read a variety of educational materials and share their thoughts and opinions. In recent years, the school has been actively engaging external professional support to bring teachers up to speed with the latest trends in education and relevant learning and teaching strategies. Collaborative lesson planning and lesson observation are regularly conducted to aid refining the school-based curriculum. Through sharing and exchanges, teachers are able to explore and develop strategies that address students' learning difficulties and enhance lesson effectiveness. By observing the learning and teaching strategies that different subjects adopt and their exemplary practices, teachers gain insight into ways of improving their own instructional design and paradigm.

2.3 Curriculum and Assessment

- Schools are generally able to provide a variety of learning experiences that align with their mission, trends in education and students' needs. Apart from lessons, most of them offer a varied range of opportunities to facilitate life-wide learning (LWL), including co-curricular activities, service learning, and exchange programmes outside Hong Kong. Such support expands students' capabilities and interest in learning, develops their potential, and nurtures positive values and attitudes, thus contributing to fostering their whole-person development.

- The curricula of primary schools are generally broad and balanced. Most secondary schools offer sufficient elective subjects at senior secondary level, including Applied Learning courses, to cater for students' interests and needs. Some secondary schools, however, fail to provide a balanced curriculum to achieve this effect at junior secondary level, thus preventing students from building a firm knowledge base. For example, the lesson times for some KLAs, such as Technology Education and Arts Education, are less than those recommended in the *Secondary Education Curriculum Guide* (2017). Further, some schools bring forward the teaching of senior secondary curriculum topics to junior secondary level. This involves subjects such as Chinese Language (one example is the twelve prescribed classical Chinese texts), Liberal Studies and Economics. As a result, the essential learning elements of some KLAs at junior secondary level are not adequately covered.

- Most schools have set up a special committee, which is led by the vice-principal or curriculum leader, to be responsible for planning and coordinating curriculum development. While effective in handling administrative work, the committee could have done more in guiding subject panels and committees to effectively use and draw conclusions from assessment data to facilitate professional sharing and inform strategic planning. Some curriculum leaders lack systematic planning and clear goals when implementing the school's major concerns. This causes different interpretations by different subject panels of development focuses such as self-directed learning and e-learning, and as a result, different subject panels and committees have found it difficult to synchronise and complement each other's work. In some secondary schools, although the role of KLA coordinator has been set up, it is not performed to its full effect. This is because the coordinators mainly focus on the work of liaising with different subject panels, rather than enhancing curriculum planning among KLAs and ensuring a smooth transition between key stages. On the whole, there is room for curriculum leaders to advance their capacity for planning and coordinating curriculum development. To enforce holistic curriculum planning, they need to work on cross-curricular collaboration, and strategically incorporate the MRE from the Curriculum Guide into schools' development plans.

- Many schools see catering for learner diversity as a major focus area for continuous development, and have thus invested considerable resources to set up after-school enhancement and remedial programmes, notably English courses for newly-arrived children (NAC) and cross-boundary students, in order to help them build a firm foundation for the language. To facilitate effective learning and teaching, most schools stream their students according to their academic abilities and implement small group teaching. They also adapt their assessments to cater for students with SEN. For example, these students may undertake assessments separately from the rest of the class, are given additional time and/or have the question paper read to them. A small number of schools even adapt their

curriculum and assessment according to students' abilities. They introduce enrichment elements to their curriculum, or develop learning tasks which include challenging questions as well as clues and support, so as to extend and deepen learning for the more able students and increase the motivation and confidence of the less able ones. On the whole, the plans and measures which schools have adopted are rather comprehensive. However, schools still need to strengthen the evaluation of their measures on catering for learner diversity. Further, the degree of success to which such initiatives are delivered varies widely among teachers in lessons. It is important for schools to continue to enhance teachers' capacity and competence by promoting professional development and encouraging them to share and adopt exemplary practices.

- The 2017/18 school year sees a greater number of schools implement gifted education systematically with reference to the EDB's three-tier implementation mode. In implementing Level 1, that is school-based whole-class teaching, some schools integrate elements of higher-order thinking skills and creativity into pedagogical and assessment design. At Level 2, schools select the more able students for focused training or to participate in school-based pull-out programmes, such as programmes that promote creativity, problem-solving, sport and art, to further develop their talent and potential. Schools also nominate exceptionally gifted students to attend Level 3 off-school training programmes and participate in local or international competitions. Some schools select students from the talent pools they have formed based on students' strengths and aptitude to participate in relevant courses or contests. In general, schools should consider enhancing their overall planning for Level 1 (school-based whole-class teaching), and further students' personal-social competence development in order to fully cover all three key elements of gifted education.

- While schools with a higher intake of non-Chinese speaking (NCS) students have set up special committees to develop their school-based curriculum to cater for their language learning needs, schools with fewer NCS students have also assigned teachers to do such work. Most schools are able to use the EDB's Chinese Language Assessment Tools for Non-Chinese Speaking Students to assess the language proficiency of NCS students and adopt corresponding measures for effective language learning, such as cross-class subject setting, cross-level subject setting, or pull-out small group teaching. Also, putting more able NCS students together with local students in the same class allows for a more linguistically rich environment. With reference to the EDB's Chinese Language Curriculum Second Language Learning Framework and taking into account their NCS students' language level, most schools adapt their school-based curriculum, including setting learning targets and content to help NCS students learn Chinese language systematically. Schools also enlist outside professional support from, for example, the EDB and tertiary institutions, to help develop their school-based curriculum and enhance teachers' professional capacity. To provide multiple pathways for NCS students, some secondary schools let them enrol in Applied Learning Chinese (for NCS students) courses or work with tertiary institutions to develop a career-related Chinese Language curriculum for Secondary 6 NCS students so as to enrich their Chinese language learning, help them meet employment requirements, and set future career goals. Some schools, however, have somewhat low expectations of NCS students. They either offer them a simpler Chinese Language curriculum or focus on helping them obtain other internationally recognised Chinese Language qualifications. The learning materials they use do not align with the requirements of the mainstream Chinese Language curriculum. For example, the schools use past examination papers of the aforementioned qualifications as supplementary

learning materials, and discourage NCS students from fully integrating into regular Chinese Language lessons, thereby hindering their progress in developing proficiency in Chinese. It is true that schools generally are able to assess NCS students' language level at the beginning and end of the school year. Nonetheless, more in-depth analyses of the findings should be carried out to effectively inform curriculum planning, learning and teaching.

- Schools have clear homework and assessment policies, which generally cover both summative and formative assessments. Some schools undertake to consult parents' views, conduct continuous review and make timely changes to their policies, such as re-adjusting the amount of homework and reducing the number of summative assessments. In general, schools are able to use a diverse range of assessment modes, such as self-assessment, peer assessment, parent assessment and online assessment, to gauge students' performance and provide them with feedback for their effective learning. In schools with better performance, the learning tasks set are connected to students' daily life experiences. Students are thus able to apply what they have learnt in class, exercise their creativity, and develop problem-solving and critical thinking skills. In some schools, graded learning tasks, or tasks with built-in scaffolding, clues and challenging questions, are designed to cater for learner diversity. A small number of schools assist students to set individual learning goals and plans, as well as reflect on and revise learning strategies, which is conducive to promoting Assessment as Learning, and develop students' self-directed learning abilities. Individual primary schools place much emphasis on the transition between kindergarten and primary education. They adopt various measures, such as adjusting the weighting between summative assessment and coursework marks, avoiding tests and examinations in the first term of Primary 1 and using the class workbook as a tool for formative assessment. All these measures help reduce the pressure from tests and examinations, enabling students to adapt to learning at primary level and catering for their mental development. However, some schools still rely on exercises that encourage mechanical drilling and copying, which undermine interest and negatively affect learning. Further, some teachers offer feedback that is too brief, failing to provide clear suggestions to help improve students' performance.

- Schools are generally able to make use of the assessment data to understand students' learning performance and discuss follow-up measures. However, quite a number of schools or subjects only manage to conduct brief analyses of students' pass rates and learning attitudes, but fail to distinguish their learning difficulties and causes of their unsatisfactory performance. Their follow-up measures are confined to engaging students in additional exercises, holding extra lessons and revisiting relevant topics, without any attempt at utilising assessment data to inform curriculum planning, and learning and teaching strategies.

- On the whole, schools should further develop teachers' assessment literacy. This includes using formative assessment and assessment data to accurately analyse students' learning difficulties and initiate focused follow-up work, reinforcing the link between "learning, teaching and assessment", and fully utilising assessment as a tool for improving learning. During the assessment process, teachers should attempt allowing students greater autonomy for self-directed learning so that they can monitor their own progress, self-reflect continuously and make timely adjustments to learning goals and strategies. As students demonstrate the abilities to become self-directed learners, the school will be able to achieve the purpose of Assessment as Learning.

Exemplars

Actively implementing gifted education with comprehensive overall planning
With reference to the EDB's three-tier implementation mode, the school actively implements gifted education to develop students' higher-order thinking skills, creativity and personal-social competence. Level 1, that is whole-class teaching, is effectively implemented across subjects to facilitate students' higher-order thinking, including Directed Reading Thinking Activity in Chinese Language, attribute listing in English Language, enumeration in Mathematics, and comparing and contrasting in General Studies. Through stimulating writing activities such as designing a new festival, the language subjects encourage students to express their creativity. Aspects of affective learning such as understanding and expressing one's feelings, interpersonal relationships, and attitudes and values, are also incorporated into the coursework of various subjects to enhance students' moral and affective development. The school runs Level 2 pull-out gifted education programmes after class, covering areas such as scientific enquiry, academic studies and leadership skills. Considerable careful thinking has gone into those programmes designed and taught by teachers, as evident in the use of coding to develop students' computational thinking and problem-solving skills. A peer programme has also been created, where Primary 6 students are entrusted to train their Primary 5 peers into "little leaders". To develop their leadership skills, students are assigned different service roles. For example, some of them serve as the school's ambassadors on Open Day, performing duties such as greeting the guests, guiding them on a tour around the school, and introducing different exhibits. The school nominates exceptionally gifted students for Level 3 off-school specialist training, such as the Mathematics and Science gifted programmes run by tertiary institutions or The Hong Kong Academy for Gifted Education, to further develop their potential.

Providing appropriate Chinese Language learning support to NCS students to improve their language proficiency
The school puts NCS students and local students in the same class, with the aim of integrating NCS students into classroom learning and providing them with more opportunities to learn in Chinese. The curriculum is designed in such a way that it takes NCS students' learning needs into consideration. For example, Primary 1 focuses on learning the strokes, stroke order and structure of Chinese characters, providing a solid foundation for character recognition. In both Primary 1 and 2, readers with grammar-related elements are included as part of the curriculum to encourage extended reading. With teachers' appropriate use of readers in literacy instruction, students gain in Chinese grammar knowledge and develop their interest in reading. Much thought has been put into the teaching of writing. To allow students first-hand experience in real-life situations, teachers purposefully organise different pre-writing activities, such as visits and Games Day. Depending on their abilities, students are given writing frameworks and engaged in a step-by-step writing process to help them develop their ideas. To more effectively support the less able NCS students, the school conducts a remedial Chinese Language programme after school. It diagnoses the language abilities of NCS students, using the EDB's Chinese Language Assessment Tools for Non-Chinese Speaking Students. It also makes sure that the classes are taught by the school's Chinese Language teachers themselves, since they are familiar with their students and are therefore able to effectively tackle their learning difficulties and help consolidate their fundamental language

knowledge. The school has been working closely together with the EDB and tertiary institutions to develop the remedial programme described above with reference to the Chinese Language Curriculum Second Language Learning Framework. Its curriculum design, and the learning and teaching strategies adopted, take into account students' abilities and needs, and are therefore conducive to bridging them to the mainstream curriculum.

NCS teaching assistants are also made available to offer support in class. Lunch-time pair-reading, in which a senior level local student coaches an NCS student to read a text aloud, encourages language learning through peer support. According to the assessment data, the language proficiency of NCS students has improved. In all, with its sound curriculum development, clear rationale for learning support and appropriate implementation strategies, the school aptly caters to NCS students' Chinese language learning.

Implementing self-directed learning to facilitate Assessment as Learning

To implement Assessment as Learning and promote self-directed learning among students, the school has launched a programme called "Dr. Self-learning Junior", which allows students to set learning goals according to their own interests and abilities. Some of their targets are academically-oriented, for instance, enhancing language skills; others are related to personal interests, such as K-pop dance and dried flowers making. Prior to the programme, teachers guide students to consider what they are interested in and what is worth exploring, aside from introducing different self-learning strategies, such as online research and interviews. Students formulate plans to attain their own personal learning goals. In the process, they review their progress regularly, making timely adjustments to their strategies to achieve positive learning outcomes. They also adopt various approaches to solve any problems they encounter and strive for continuous improvement through self-reflection. The programme works effectively, as students are engaged throughout and demonstrate the ability to use appropriate strategies for self-directed learning.

Making good use of assessment data to inform curriculum planning, and learning and teaching

The school excels at setting learning and teaching development goals by making good use of assessment data. According to the findings from both internal and external assessments, students' performance in reading and speaking for both language subjects has proven to be relatively weak. The school therefore sees developing students' learning skills as its major concern, with particular emphasis on the areas of reading, speaking and communication. Subject-based reading is promoted across subjects. For example, language subject panels collaborate with the library to assess the reading skills of students from Primary 1 to Primary 4. Based on their performance, students are given books suitable for their level. To help them systematically develop their reading skills, small group instruction is employed during reading lessons. All subjects provide opportunities for students to develop their speaking skills in class, such as answering questions in complete sentences or giving an oral report after a group activity. Different platforms are also used to offer occasions for students to perform and build confidence and communication skills. These include lunch-time talent shows, drama performances and an end-of-year performance.

The school carefully reviews students' performance in internal and external assessments to understand their learning difficulties. Panel heads share the findings in panel meetings, and

devise specific follow-up measures to address the problems students encounter. For example, in view of students' weak performance in answering current affairs questions, teachers broadcast news programmes during lunch time to raise their awareness of current affairs. Remedial support through small group reading is also made available for Primary 1 students with relatively weak reading skills. To help students who have difficulty in identifying triangles, other shapes formed by three curves and quadrilaterals are used in the teaching process to help clarify the concept. On the whole, the school makes good use of assessment data to inform curriculum and teaching design.

2.4 Classroom Learning and Teaching

- In general, students have good learning attitudes and are interested in learning. They are attentive and well-behaved in class. They follow teachers' instructions, answer questions and participate in classroom activities. Most of them demonstrate fair learning capabilities and understanding of what is taught by applying the knowledge and skills they have acquired. Some students are able to use self-learning strategies such as pre-lesson preparation and note-taking. However, students seldom take the initiative to ask questions and express their opinions in class. Their learning initiative needs to be strengthened.

- Teachers are friendly, approachable and have good rapport with students. Most lessons are well-organised with clear learning objectives, providing an environment where learning and teaching are conducted smoothly. Most teachers start the lesson by activating students' prior knowledge or drawing on what students have learnt from their pre-lesson preparation work. Some teachers strategically tie in such work with classroom learning. For example, they provide students with a pre-lesson worksheet which aims to help them understand the purpose and procedures of an experiment, so that there is more time for them to participate in hands-on activities and discussions during lesson. After covering the target content, teachers usually organise classroom activities, such as group discussions, role plays and experiments, to engage students' participation and consolidate their learning. Before the lesson concludes, most teachers provide a summary of what has been taught, or guide students to recapitulate the key points and reflect on what they have learnt. However, some teachers have issues with time management. For example, they spend too much time on lesson lead-ins or checking students' prior knowledge. This leaves inadequate time for class activities, which means students have little chance for in-depth discussions to consolidate or extend what they have learnt. On the other hand, some teachers tend to conclude the lesson too hastily, leaving no room for students to reflect on the key learning objectives or how well they have achieved the objectives.

- Teachers' delivery is clear and fluent. They use examples from everyday life and a variety of teaching resources to enhance students' interest and help them understand the learning content. Some teachers make good use of information technology (IT) to facilitate students' learning. For example, they use interactive geometry software to demonstrate the nature of the medians of a triangle to help students master abstract concepts. Teachers usually employ questioning to check students' understanding and gauge how well students have learnt. However, quite a number of their questions are undemanding, giving little scope for students to explore the topics or issues in depth. For example, some Chinese Language teachers tend to focus on checking students' comprehension of the content and vocabulary of reading texts, and overlook using higher-order questions to develop their capacity for literary appreciation. While most teachers seek to enhance students' confidence by

complimenting their performance and giving them encouragement, the majority of them fall short of providing concrete feedback specifically related to the key learning points to enable students to improve. Overall, to facilitate students' learning, teachers need to strengthen their skills in questioning and giving feedback.

- Teachers raise students' level of participation and promote peer interaction through activities such as group discussions, presentations, or experiments designed by students to verify scientific principles. However, some teachers have low expectations of students and therefore engage them in unchallenging tasks. There is also room for improvement for some group activities in terms of design and implementation. In such cases, learning effectiveness is hampered, as the activities allow little room for students to discuss or exchange ideas, or when insufficient time is given for students to conduct any in-depth discussion. Teachers should further improve the quality of group activities so that students can take part in discussions meaningfully. A small number of teachers should raise students' safety awareness when conducting experiments. For example, students must adopt appropriate safety measures, such as wearing safety goggles when heating alcohol.

- Slight improvement is seen in the way teachers cater for learner diversity. Through questioning and monitoring, teachers gain insight into students' learning progress and provide individual support. Teachers also use different media, such as pictures and videos, to cater for students' different learning styles, motivate them to learn and increase their understanding of the target content. For the less able students, teachers provide them with clues and graded learning tasks or activities. Teachers adopt appropriate learning and teaching strategies for students with SEN, such as placing students with Attention Deficit/ Hyperactivity Disorder in a low distraction area in the classroom; providing sufficient time for students with speech and language impairments to express themselves; and assisting students with hearing impairment by rephrasing complex language that may be hard to understand. A small number of teachers flexibly adjust the content or pace of their teaching according to students' progress. However, some teachers pay insufficient attention to passive students or do not have specific strategies to extend learning for the more able ones. On the whole, teachers should utilise different strategies to cater for students with different learning styles and abilities, so as to effectively cater for learner diversity.

Exemplars

Effectively using questions, feedback and peer evaluation to achieve Assessment for Learning
Teachers use questions consistently in class. In addition to helping students construct knowledge, they use different levels of questioning, probing and prompting to encourage students to think deeply and express their own views, so as to help develop students' higher-order thinking skills. Teachers are able to give students positive and specific feedback, taking into account their learning progress and challenges. For example, teachers use "compliment cards" with commendations expressed in different ways to recognise the language proficiency level that students have achieved. Teachers also prompt students how to correctly represent different units of measurement. Their quality feedback not only increases students' confidence in learning, but also helps them review and improve their performance. Teachers organise a presentation session after students have finished discussing in groups, which not only allows students to demonstrate what they have learnt,

but also offers an opportunity for peer feedback. Further, teachers provide students with clear assessment criteria. Students can generally grasp these criteria and make use of them to evaluate their classmates' group discussion outcomes. Such an approach facilitates students' understanding of the key learning points, encourages reflection and helps them develop the habit of offering constructive comments on the work of others. It also effectively contributes to improving the atmosphere and effectiveness of learning in class.

Well-planned group activities that effectively cater for learner diversity

Teachers organise group activities in Chinese History lessons to encourage students to explore different topics and co-construct knowledge. These activities are carefully planned. Besides providing students with clear instructions and cognitive support, teachers utilise mixed-ability grouping and assign students roles that match their learning abilities, such as collecting information and analysing the findings, to ensure they all collaborate to complete the task. During the process, students show they are able to cite relevant historical facts and incidents, and synergise their efforts to gain a better understanding of the topic. Such activities allow students with different abilities to demonstrate their talents. They help build the confidence of the less able students and develop the potential of their more able counterparts, thus effectively catering for learner diversity.

Enhancing students' learning effectiveness through effective classroom activities and specific feedback

To facilitate learning, teachers allow students to use tablet devices and apps in class. These tools help students systematically analyse experiment results and draw conclusions, as well as enhance their understanding of abstract concepts in the subject. Teachers also guide students to critically appreciate a text. Through captivating students' attention to the beauty of language, students learn various rhetorical and literary devices for describing scenes and objects. They are then given opportunities to apply what they have learnt through critiquing a text. In the course of the activity, teachers closely observe the progress of each group, provide specific support that suits students' individual needs, and adjust the activity arrangements where appropriate. At the end, teachers ask students to present their work and give feedback or advice specific to the learning objectives. Students are therefore able to immediately reflect on their work, remedy their mistakes or clarify relevant concepts. On the whole, teachers manage to take into consideration students' learning difficulties, and select suitable materials and topics to design activities to facilitate learning.

2.5 Support for Student Development

- In fostering students' whole-person development, most schools are committed to providing a variety of activities aimed at cultivating students' interest in areas such as arts and sport, so as to develop their potential and raise their sense of achievement. Quite a number of schools focus on advancing students' self-management skills to facilitate the implementation of self-directed learning and life planning education. Values education remains a major concern for many schools. Through the learning experiences they provide inside and outside of school, teachers help students develop their moral character and

positive thinking. In addition, they help foster their social development, including building interpersonal relationships and practising values such as care, respect and tolerance. Learning is also extended beyond the school, as students participate in community services and learn to care about the needy in society.

- In order to comprehensively plan how to provide support for student development, schools need to have a confident grasp of students' needs, as well as the relevant ideas and concepts. Schools with better planning make use of quantitative and qualitative evaluation data to identify the attributes that students need to enhance and systematically plan related development work. This includes carefully setting relevant goals, taking into account the characteristics and needs of students at different stages of development, as well as formulating targeted strategies to support students' development in accordance with their cultural backgrounds and special needs. Some schools also adhere to the principle of placing equal emphasis on "cognition, affection and action" in values education. They help broaden students' knowledge and develop their empathy, and by means of practice and reflection, amplify their capacity for positive values and attitudes.

- Quite a few schools adopt a class-based system where the class teacher is mainly responsible for guidance and discipline, and delivering the curriculum for student development. As a class, students engage in activities that help them build peer relationships and cultivate their sense of belonging to the school. Schools with better performance emphasise the nurturing role of class teachers. They purposefully provide ample opportunities and time for class teachers to work and interact with students, so they can fully understand their needs. Class teacher periods are also efficiently utilised to help students develop positive values and attitudes. Individual schools attach importance to teachers' professional development. For example, collaborative lesson planning sessions are set up as a means for teachers to build consensus on the student development curriculum, and to strengthen their understanding of its nature and role, as well as their skills in handling different topics. Carefully planned professional development sessions focusing on areas such as improving teachers' guidance and discipline skills, and enhancing their understanding of life planning education, are also provided to cater for teachers' needs.

- Apart from catering for the development needs of students, schools have established mechanisms to clearly identify and provide timely support for students with SEN. They engage the service of external professionals to support students' development, as well as their affective and social development, by providing therapy, training and counselling. Schools also offer activities tailored to students' interests and characteristics to help them build self-confidence and realise their potential. Seeking to strengthen parents' education, schools hold talks and workshops to increase their knowledge and understanding of how to care about their children. Schools also see the importance of creating an inclusive campus. They help students with SEN integrate into school life through strengthening peer support, or encourage students with SEN to invite other students to join them for their art therapy sessions or sports games. All these facilitate understanding and cooperation among students, giving rise to a harmonious and caring campus.

- In schools with a considerable number of NCS students, the teachers are generally able to provide a diverse range of learning opportunities to suit their needs. This includes experiential learning activities such as singing Cantonese opera and visits to heritage trails in Hong Kong. These activities not only enhance students' understanding of Chinese and Hong Kong culture, but also help them adapt to local life. Based on the different cultural

backgrounds and interests of NCS students, various special co-curricular activities, such as cricket and folk dance, are organised. To enhance students' understanding of different ethnic groups and foster an inclusive school culture, quite a number of schools hold different LWL activities, such as Multicultural Week and Spring Festival costume contest, which allow students insight into the cultures and lifestyles of different countries and promote mutual respect and acceptance. Some schools recruit students as inclusion ambassadors to assist in organising co-curricular activities in order to create more opportunities for them to get along with and learn from each other. Further, some schools develop their own school-based inclusion curriculum or infuse the value of "inclusion" into various subjects to develop students' respect for cultural diversity.

- Overall, schools have accumulated substantial experience in supporting student development. However, quite a number of schools still need to put more effort into planning and evaluation. This is because the goals of their major concerns or development focuses are too broad for various subject panels and committees to grasp. In measuring the effectiveness of an initiative, there is the tendency in some schools to rely heavily on criteria such as students' activity attendance and stakeholders' level of satisfaction, without fully utilising other information and evaluation data. It is essential for schools to continuously improve student development support services. Alongside reviewing the implementation of individual tasks or projects, they should also examine their impact on students with reference to the goals of the school's major concerns, which would allow them to better understand the development needs of students and work, and to improve the overall planning, organisation and coordination of any related work. Moreover, schools should help teachers master relevant concepts and skills so that they could effectively cater for students' development needs through a whole-school approach.

Exemplars

Purposefully providing students with diverse learning experiences and opportunities for success
The school is committed to providing students with diverse learning experiences by introducing activities that cater for their interests, such as playing the keyboard, beatboxing and modern dance. Through these activities, students develop their interests and potential. The Dragon and Lion Dance Team and the Robotics Team are two notable examples that fulfil this purpose. Several years ago, the school started the "one sport/one art per student" scheme in Secondary 1, allowing students access to different sport and art activities. The training was provided by teachers, teaching assistants and external professionals. Together students learnt how to work as a team, demonstrate what they are capable of, and increase their sense of achievement. Despite the constraints of space and manpower, the school pressed on with the scheme and extended it to Secondary 2 the year before, thus allowing students to continue to develop their interests and abilities. The school also avails itself of the professional expertise of alumni members and parents by inviting them to assist in designing special rooms and serving as school team coaches. Opportunities to take part in performances outside school are offered, which students find beneficial. The Student Support Team organises different kinds of development training, interest groups, and recreational activities for students with SEN. A diverse range of programmes comprising learning and life experience activities are held during the summer holidays to help improve

their communication and collaboration skills, as well as their capacity for participation in school life.

The school is set on providing students with opportunities and experiences to demonstrate their abilities, hard work and success. It creates additional service positions and roles to achieve this end. Through engaging students in serving others, hosting activities and participating in internal competitions, the school seeks to boost students' self-esteem. Different awards schemes are also made available to recognise students' efforts in various domains. In one of these schemes named "Learning Rewards Journey", students are encouraged to evaluate themselves in areas such as conduct, service, academic performance and activity participation, so as to earn rewards and through the process, be empowered to strive for their goals.

Implementing appropriate strategies to support student development and emphasising communication among different functional teams and class teachers' participation

To cater for students' development needs, the school has reviewed and redesigned the school-based Moral and Civic Education curriculum. The teaching resources have also been updated to include a student reflection section to enhance learning. The Moral and Civic Education Team regularly conducts sharing sessions with class teachers of different year levels on the key teaching points of the package and relevant teaching strategies.

By means of the level meetings conducted by the "Campus Life Caring Committee", the school facilitates information exchange among representatives of the Student Development Support Committee and class teachers of different year levels so that they can address students' needs in a timely manner. To ensure effective implementation of the Moral and Civic Education curriculum, opinions from different stakeholders, including students, class teachers and discipline and guidance teachers, are collected and used to help the committee make adjustments to matters regarding curriculum and instructional design, and to strengthen the communication among functional teams.

Regarding life planning education, the Learning Support Team and the Career Guidance Team work closely together to effectively help students with SEN choose suitable career paths that match their strengths and interests.

2.6 Implementation of Schools' Major Concerns

2.6.1 Values Education

- Many schools have identified values education as a major concern or priority task, which covers a wide range of values and attitudes. Compared with the year before, there has been a significant increase in the number of schools focusing on national identity (including Basic Law education). Schools mainly seek to cultivate in students positive values and attitudes through different avenues, such as morning assemblies, weekly assemblies, class-teacher periods, personal development lessons, life education lessons, and various other learning activities.

- Through different LWL activities, schools help students develop perseverance, proactivity and positive self-image. Schools mostly arrange guidance and discipline activities such as

training camps and adventure-based training to help students learn how to face and overcome adversities and difficulties, and develop a positive attitude towards life. A small number of schools focus on students' post-activity reflections for guiding students to consolidate the experience gained and consider how one might rise to the challenge. Such a process enables students to develop their perseverance and to improve themselves. Schools also organise seminars to help parents understand the different ways of managing their children's emotions and to encourage them to collaborate with their staff to enhance students' perseverance. On top of a variety of activities that cover academic topics, sport, arts and students' interests, schools offer students increased opportunities to serve others both inside and outside of the school, so as to help them better understand their strengths, realise their potential and boost their sense of achievement. Students are also given more opportunities to showcase their talents and achievements, such as performing in the local community and displaying students' work on campus, which help them recognise their own worth and build a positive self-image.

- Schools focus on enhancing students' self-discipline and self-management skills to develop their sense of responsibility and commitment. To achieve this purpose, discipline-and-guidance related activities are organised for students to practise the skills, and school-based award schemes are implemented to acknowledge students who demonstrate outstanding qualities and serve as role model, thereby inspiring a culture of mutual support and encouragement among peers. In a number of schools, students who have violated school rules are assigned a duty on or off campus along with self-reflection tasks. During this time, they reflect on and make up for their mistakes. As a result, the entire process serves to strengthen students' self-discipline and sense of commitment. Some schools encourage students to set up goals in areas such as academic studies, moral character development and co-curricular activities, and constantly review and reflect on their learning experiences. To enhance parent-child communication, parents are invited to participate in school activities. In doing so, parents help students strive to reach the goals they have set together and develop a sense of responsibility. Quite a number of schools also assign students different roles and create increased opportunities for them to organise activities, with a view to cultivating a spirit of serving others and a sense of commitment. On the whole, students are able to translate this objective into practice. To further develop students' sense of responsibility, schools could adopt more strategies aimed at enhancing their intrinsic motivation and helping them internalise positive values and attitudes.

- To raise students' civic awareness, most schools enhance students' understanding of local communities and the society as a whole through different avenues such as morning assemblies and current affairs forums. Students are also given opportunities to participate in voluntary work outside school, such as visiting elderly people who live alone, distributing free meals in the community and serving as a tour guide in the district where the school is located. All these activities enable students to learn more about their communities, cultivate a caring and accepting attitude towards the needy, become more socially motivated, and reflect on their own contribution to society. In schools that perform well in the planning and implementation of external volunteer services, appropriate training is provided to students beforehand to help them understand the focus of the service. Students also undertake post-service reflections or peer sharing to help enhance the effectiveness of volunteer activities. However, some schools restrict service learning merely to the school campus or involve only a small number of student participants. These narrow efforts are not altogether beneficial to helping students cultivate a caring attitude towards local communities and the society as a whole.

- To strengthen the implementation of national education and Basic Law education, most schools provide professional development opportunities for teachers by engaging them in relevant courses or training sessions related to the Basic Law. In general, they deliver national education and Basic Law education through, for instance, the Personal, Social and Humanities Education KLA and General Studies. They also use or consult the EDB's teaching resources related to the Basic Law to enrich students' learning. However, some schools do not fully cover the Basic Law education elements at junior secondary level, and their overall curriculum planning therefore needs improving. In general, schools hold a variety of LWL activities on campus to enrich students' experiences as well as enhance their understanding of, and interest in, Chinese culture. These include the flag raising ceremony, singing the national anthem, Chinese Culture Day, and running interest groups such as Chinese dance and Chinese ink painting. Schools also organise a range of activities to enhance students' understanding of the Basic Law, such as the Basic Law quiz competition, visits to the Legislative Council or the Court of Final Appeal, student exchange programmes to the Mainland, and events organised by their sister schools. However, a small number of schools could do more in terms of encouraging their students to reflect on their experiences after field trips or exchange programmes to consolidate their learning.

- In evaluating values education, most schools focus on reviewing the workflow and administrative arrangements of relevant learning activities at the end of the school year, with a small number of schools actually using students' learning performance as a key evaluation criterion. Most schools rely on tools such as school-based surveys and teacher observations to evaluate work effectiveness. However, they fail to use and synthesise different sources of information, or utilise the EDB's self-evaluation tools, to conduct reviews and analyses that enable them to understand students' learning effectiveness. Schools should carry out evaluations with an express focus on students' performance and effectively employ the findings to inform their work plans for the next phase.

Exemplars

Effectively using a diverse range of learning and teaching activities to promote values education in Chinese Language
Appreciating the importance of cultivating positive values in students, the Chinese Language panel integrates elements from moral and national education into daily learning and teaching as well as learning and teaching materials. A notable example is their Secondary 6 elective module in relation to cultural studies, where students explore the theme of human relationships and ethics to deepen their understanding of Chinese culture and develop positive values. The school also develops their own module on "Feelings for Our Country", which is supported by well-written materials, to enrich students' understanding of Chinese history and culture, and heighten their sense of national identity. Similarly, aspects of moral education are incorporated into Chinese Language at junior secondary level. Through close reading of the set novels, students are guided to gain insight into the characters and morals behind the stories. Furthermore, the overall scheme of work for writing is comprehensive. It details the text types, genres, and the number of times students at different levels are assigned various types of writing, whether it is topic-based writing or practical writing. It also lists how the key learning focuses of each writing task relate to students' development

of positive values and attitudes. The Chinese Language panel is also committed to providing a wide variety of LWL activities for students. In one of the cultural study events it co-organises with the Chinese History panel, for example, Secondary 4 students visit different provinces in Mainland China to investigate aspects including culture, literature and history. Also, a post-journey reflection session is held to help students develop a better understanding of China and a stronger bond to the country. The Chinese Language panel has also set up a Chinese Arts Club. In addition to regularly holding school-wide activities, the club provides opportunities for NCS students to experience the cultures of local communities and participate in LWL activities related to Chinese culture. The club helps develop their appreciation of Chinese arts, as well as enhance their understanding of local and Chinese culture.

Promoting values education through systematic planning of the school-based life education curriculum and providing diverse learning experiences

Seeking to cultivate in students good character and positive attitudes, the school-based Life Education curriculum embodies five core values of the school: "serving others with joy", "perseverance", "proactivity and confidence", "love for god and people" and "treating others with courtesy". The curriculum is distinguished by a clear, horizontally and vertically coherent framework. While equal emphasis is placed on cognition, affection and action aspects, all five core values are covered in each year level, and the key learning content expands progressively from one level to the next. For example, in addressing the school-based core value of "love for god and people", the curriculum content progresses from a focus on the relations between people close to each other to one on relations less close. Likewise, the practical tasks increase in terms of level of difficulty as students step up to a higher level. At junior primary level, students learn about how to love themselves, their family, their school and their neighbours. In upper primary, they learn how to extend their love to the less privileged in society and other ethnic groups in the world. To help develop students' empathy, hunger banquets are held for Primary 4 students to understand the needs of the grassroots. At Primary 5, students undertake service learning by visiting elderly people living alone, and handing out gifts they themselves have prepared. Such an experience allows students to put themselves into the position of the elderly people and gain a good grasp of what they need. Another point to note is that the students are able to apply the communication skills they have learnt prior to the visit, thus extending their learning beyond the classroom. Through the visit, students learn to care about others. Individual students even recognise that they should care more about the elderly members of their own family. Also worth noting is the way the school-based core value of "treating others with courtesy" is developed. The school incorporates its long-established etiquette programme as part of the life education curriculum. The programme stresses the importance of observing etiquette in our daily life and aims to teach students courteous manners, good habits and social skills. It covers relevant topics such as social etiquette and dress codes, and encourages students to apply what they have learnt in authentic situations through experiential activities. Quite a number of students are able to live up to expectations by showing good manners on campus such as taking the initiative to nod and smile at others, and avoiding talking loudly or making noises during meals.

2.6.2 Self-directed Learning

- In recent years, most schools have started developing students' self-directed learning skills in alignment with the latest trends in education. In the 2017/18 school year, developing students' self-learning strategies and habits remains a major development goal for schools. In schools that have made faster progress, teachers place more emphasis on developing students' ability to regulate their own learning, and empowering them to manage, evaluate and adjust their learning goals and strategies systematically. Their implementation measures have been found to be more comprehensive than in the past.

- In aiding students to master self-learning strategies and develop self-learning habits, most schools are able to introduce measures that aptly cater for students' needs. These include using appropriate learning tools, thinking strategies, and note-taking skills to understand and organise what they have learnt. These schools also promote pre-lesson preparation and post-lesson extended learning in an effort to complement and deepen students' learning in lessons. Compared to previous years, more schools are making use of e-learning as an instrument to drive self-learning. As a form of "flipped classroom", many schools upload their learning resources to the online platform so that students are able to acquire some basic knowledge prior to the lesson. Students can then have more time in class to engage in detailed discussions, explore different topics and problem-solve with their peers. They are also encouraged to extend their learning after class, which is a good way to develop their self-learning habits. Most students display good learning attitudes and can follow teachers' instructions to complete pre-lesson preparation work and take notes in class. Some schools assist students to progressively develop self-learning strategies according to their key stage or year level, such as using a dictionary, finding keywords and using mind maps. However, some teachers tend to provide too much ready-made learning support material, or their guiding questions are too excessive, which limits the scope for students to apply different thinking tools to organise or draft their ideas in writing. Some schools fail to effectively develop self-directed learning. This is the outcome of a lack of clear focuses, which leads to inconsistent interpretations among subjects or ineffective implementation.

- A small number of schools successfully develop students' skills in regulating their own learning. In support of the school's major concerns, all subjects ensure opportunities are provided for students to set their personal goals, as well as review and reflect on their own learning process. Some teachers provide timely guidance for students to re-adjust their learning goals and strategies, which helps them understand their own learning. Further, these schools work closely together with the student support teams to develop students' self-management skills and habits. With the more comprehensive planning of these schools, students are generally able to establish their own goals and undertake self-reflection to improve themselves.

- Schools demonstrate varying degrees of success in evaluating the effectiveness of self-directed learning. Schools with better performance make good use of the data collected from students' performance assessments, school-based questionnaires or the Assessment Program for Affective and Social Outcomes to review students' proficiency in deploying different learning strategies, their learning attitudes and reflection capabilities. Based on the conclusions drawn, schools formulate targeted strategies to implement follow-up work. Some schools effectively use different self-evaluation data to gain insight into students' needs, and steadily assist them to develop into self-directed learners. Teachers first focus

on helping them foster good learning attitudes. The next step is to work on their self-directed learning skills, before finally honing their goal-setting and self-management abilities. Schools with unsatisfactory performance spend too much effort on counting the number of strategies used, such as the frequency of pre-lesson preparation. Without a clear picture of how effectively they have performed, schools are unable to re-adjust their strategies for the next phase of development. For example, the goals and strategies that some schools have set for two successive development cycles are by and large the same, suggesting their lack of attempt to re-adjust their measures in response to students' performance and the progress of their self-directed learning initiative.

- On the whole, schools are generally able to implement appropriate measures to help students develop self-learning strategies and habits. However, they need to gain a firmer grasp of students' needs so that they can plan strategically to develop learner autonomy. Teachers could also fulfil their role as facilitator more fully. For example, based on the students' pre-lesson preparation, teachers could design classroom activities that encourage learning in greater depth. Also, they may obtain an understanding of how students are getting on with their extended learning activities and provide relevant feedback. Alternatively, teachers could guide students to comprehend and analyse the content of the learning materials, and help them identify the key points and take notes. Teachers should also enlarge their understanding of e-learning and take advantage of this means to provide timely and specific feedback to improve students' learning. In general, there is room for schools to strengthen their overall planning. For example, by strategically connecting self-directed learning, e-learning and life planning education, they can effectively help students become self-directed learners.

Exemplars

School actively implementing self-directed learning among students through clear goal setting and a systematic overall development process
In the previous development cycle, the school focused on raising students' awareness of self-learning. Students were asked to do pre-lesson preparation, such as collecting information and completing worksheets. They were then taught self-learning strategies, including reading, thinking and problem-solving skills. Their self-learning abilities were further honed through engaging in the self-directed learning cycle, comprising goal setting, strategies formulation, monitoring and revision, and self-reflection. Under teachers' careful guidance, most students were able to set measurable goals before a module commenced, and tried to adopt suitable self-learning strategies for themselves. The effect of this process was fairly positive. Since students had not shown mastery of skills in the areas of monitoring and revision and self-reflection by the end of the previous development cycle, the school decided to set "continuous development of students' self-directed learning skills" as a major concern for their next phase of development. The school continues to engage students in the self-directed learning cycle, with particular attention paid to the areas that students are weak in. Students are required to regularly review their own progress, revise their goals in a timely manner and reflect on their learning experiences. To enhance students' self-evaluation abilities, the development of such skills is purposefully incorporated as part of another school's major concern in this cycle. As seen in samples of their work, most students are able to review

what they have learnt according to the criteria provided. Some students from higher year levels even demonstrate critical self-reflection skills by discussing in detail why they are able to achieve their goals or what aspects of their performance need improving.

Creating a rich learning atmosphere, enabling students to regulate their own learning, and fostering a strong culture of self-directed learning

In recent years, the school has strategically implemented e-learning. Students are generally able to use tablet devices proficiently for learning inside and outside of the classroom. The school also provides abundant e-learning resources and online courses for students to learn according to their needs and pace. The learning tasks are generally well designed, suitably challenging, and capable of stimulating students' thinking. Students make good use of their spare time to complete online learning activities and discussions, fostering a culture of mutual sharing, support and encouragement. Taking into account its own characteristics, all subjects in the school adopt a range of strategies to facilitate students' self-directed learning. Students demonstrate good self-directed learning skills and habits, taking advantage of the varied learning opportunities available to enrich their knowledge.

The school effectively uses the Student Learning Profile (SLP) to develop students' metacognitive skills. Students from all year levels are required to plan, review and evaluate their own learning progress, so that they can further develop their self-directed learning skills. Making good reference to SLP and students' developmental needs, the school guides them to establish personal goals for different learning areas, reflect on their learning and strive for excellence. Teachers are also able to provide timely support and help students work towards their goals using suitable strategies.

The school appropriately delegates power to its students. The students are thus able to plan, implement and evaluate different activities by themselves. They can even put forward proposals and set up their own learning groups on different themes. On the whole, students have ample opportunities to demonstrate their good self-directed learning skills.

2.6.3 Life Planning Education

- In general, school-based life planning education is planned according to students' developmental needs at different key stages. At junior secondary level, emphasis is placed on enabling students to recognise their own interests, abilities and aspirations, and helping them set their own goals. At senior secondary level, emphasis is placed on enhancing students' understanding of matters concerning further studies and employment. When formulating plans for life planning education, schools take into account the needs of students with SEN and NCS students. For example, individual counselling is provided to assist students with SEN and arrangements have been made for NCS students to attend relevant seminars and training courses offered by different organisations. Further, to cater to students' diverse needs, some special schools set out different life planning education plans with different focuses in accordance with the various curricula that students follow.

- In addition to making effective use of the resources of the EDB and the community, schools collaborate with different stakeholders to promote life planning education and enhance teachers' professional development. This includes strengthening class teachers' counselling skills in life planning; conducting study tours to visit non-local tertiary

institutions to allow teachers to learn more about available pathways for further studies abroad; and inviting alumni members and speakers from different professions to share their experience and insights on different careers and occupations, and other aspects such as job entry requirements and prospects. Schools also make arrangements for students to visit workplaces or serve as short-term interns to broaden their horizons and knowledge of the work environment. In addition, some schools invite parents to take part in the life planning education activities. These not only allow parents insights into their children's study and career prospects, but also provide them with the opportunity to share information of various professions and be engaged in future planning with students.

- To help formulate life planning education initiatives relevant to students' needs and to strengthen school-based counselling work, schools are generally able to make use of various assessment tools and data collection methods, including questionnaires, teacher observations and analyses of statistics related to students going for further studies or joining the workforce after graduation.

Exemplars

Adopting a holistic approach to promoting life planning education and yielding effective results
To help students establish a clear direction for development, the school uses its school-based Life Planning curriculum as the principal tool, and reinforces it through collaborating with external organisations to promote a holistic life planning education. Life planning lessons are designed for every year level, where students are systematically guided to gain a better understanding of themselves and the world of work. They receive specific counsel and support, which enable them to set their own plans for further studies or employment. Over the year, the school holds several seminars on further education and career development, organises workplace visits and simulation activities, partners with corporates and implements mentorship schemes to enhance students' practical insight into professional training and the Hong Kong workplace. In addition, the school makes good use of assessment tools to understand students' preferences and needs. Class teachers carry out interviews with students individually, providing advice, guidance and relevant information, effectively catering to their varying needs. The responsible committee also makes use of the views and suggestions it collates from both teachers and students to refine curriculum content, and helps improve teachers' knowledge of life planning education, as well as their techniques in counselling and guidance. Compared to the past, students now have a better grasp of what they wish to do in the future. They recognise the educational pathway or career they wish to follow after graduation, working hard towards their goals and setting higher standards of performance for themselves. Through organising activities in school, such as playing a leading role in clubs and societies, some students gain self-confidence and develop organisation skills and leadership abilities. All in all, commendable progress has been achieved in life planning education in the school.

Systematically organising life planning education activities for students and regularly improving the school-based curriculum

Life planning education is one of the school's major concerns. To enable students to develop relevant knowledge and skills, the school has considerably enriched its six-year "Personal and Social Education Programme" through, for example, the inclusion of life planning education components such as "self-understanding and development", "career exploration" and "career planning and management". Further, when undertaking curriculum development or adaptation, all subjects ensure that life planning education elements have been incorporated. The language subjects are a case in point. In studying the biographies of famous persons, students are given the opportunity to appreciate the factors or qualities leading to their success, which helps foster in them positive attitudes towards learning and work. To facilitate their wise choice of subjects or institutions for further studies, the school also organises a diverse range of activities such as individual or group counselling and personality assessments to enable students to understand themselves, in particular their interests and aptitudes. In addition, the team responsible for life planning education collaborates with other subject panels and committees to organise extensive education expos and career fairs, helping students understand their interests and set their own goals.

The team actively invites both local and overseas tertiary institutions to participate in the school-based education expo to disseminate the latest information on further studies to students and parents. Alumni members and professionals from different fields are invited to share their work experiences and the prospects of their fields. A variety of means such as the school website, campus TV and other social media are also used to clearly convey to students relevant education and career information.

2.6.4 Reading to Learn

- Schools attach great importance to the promotion of Reading to Learn, and adopt a varied range of strategies aimed at increasing students' interest in reading and encouraging them to cultivate a habit of reading. In general, the teacher-librarian is the main person responsible for promoting reading. A few schools also set up a special committee to plan and coordinate a whole-school approach to promoting reading. In some primary schools, collaboration takes place between the language subjects and the library to provide greater opportunities for students to apply their reading skills.

- Schools hold a range of activities to develop students' interest in reading, which include reading award schemes and book recommendation programmes. Valuing parents' involvement, primary schools invite them to become "storytelling dads and mums" on campus. The parent-child reading scheme is also implemented to encourage collaboration between parents and school and to support students to continue to read at home after school.

- To develop students' reading habits, a number of schools specifically schedule a time for reading during the day, ensuring a quiet environment for the purpose. Students are often able to concentrate and immerse themselves in the process, particularly in the company of the class teacher. Schools also utilise the rich resources of the library effectively. For example, books and magazines related to scientific inquiry are bought and made available

for loan to complement the promotion of STEM education. To encourage reading, books are displayed everywhere on campus. In recent years, quite a few schools have invested in e-books, a measure which not only enhances students' contact with different text types, but also widens their reading exposure.

- The two language subjects, English and Chinese, are predominantly responsible for promoting reading to learn and developing students' reading abilities. Towards this end, students are engaged in language learning modules and provided with a wide variety of reading materials, both fiction and non-fiction. In effect, some of the materials which schools select are particularly conducive to encouraging self-reflection and developing critical thinking skills. Nonetheless, support seems inadequate in some schools in helping their students systematically develop different reading skills and strategies in English. In some cases, students are not suitably exposed to a variety of text types, themes and topics, as the English reading materials they normally encounter are largely confined to textbook units and reading exercises. In the area of Chinese language, students' analytical and integrated reading skills are deemed average. There is still room for improvement in interpreting the underlying meaning of a text and making evaluation. With regard to English language, while most primary students demonstrate mastery of basic reading strategies, making inferences remains an area that requires further development. On the other hand, the majority of secondary students are found capable of comprehending reading materials of different text types.

- In some schools, reading is promoted through non-language subjects as well. For example, to extend students' learning beyond the classroom, different subject panels recommend relevant books and websites to students for further reading. Students are also asked to draft a list of questions they would like to ask after reading to encourage them to closely examine the content of the text. To facilitate self-directed learning and e-learning, a wide range of reading materials from different subjects are uploaded to the e-platform, including newspaper cuttings and multimedia resources. Schools also make use of the e-platform to collect students' work in order to understand students' reading capabilities and the extent to which they understand a topic.

- Evidence of fair collaboration between the library and subject panels is noted in some schools. Tying in with the topics covered by various subjects, the library sets up special reading zones or holds theme-based book exhibitions to foster students' extended reading through promotion or provision of relevant learning resources. A small number of school libraries also label their books to indicate their difficulty levels so as to facilitate students' borrowing decisions. Also, in an effort to support and complement cross-curricular projects, they introduce students to reading materials from different KLAs, offering them opportunities to integrate and apply the knowledge they have gained from different subjects. A small number of schools have also promoted reading as part of their holistic, cross-curricular planning, in response to ongoing curriculum development and renewal. For example, subject panels work together to set out topics for Reading across the Curriculum (RaC). Each panel then designs learning activities which address the needs of their own subject, while encouraging students to connect the reading materials to the content of other learning areas as well as their own personal experiences. This not only provides students with an opportunity to apply their reading skills, but also deepens their reading experience.

- When assessing the effectiveness of their own reading to learn initiatives, schools tend to focus on whether they manage to complete the work they set out to accomplish, or rely on

quantitative data such as the number of titles students have read or borrowed, and the questionnaires completed by key stakeholders. Rarely do schools conduct interviews with students or examine how effectively they read materials outside of the two language subjects. Had this been done, schools would have a fuller and deeper understanding of students' reading habits and performance, which would feedback beneficially into the school's overall implementation plan.

- In general, schools place great emphasis on reading. However, work is still required to help students develop the habit of reading and to enhance their reading and critical abilities. In terms of holistic planning, schools should consider moving from Reading to Learn to Reading across the Curriculum as their goal. Effective use of IT in different school subjects to help create meaningful reading tasks and activities would enable students to connect knowledge from different spheres of learning, foster good reading habits, nurture a culture of sharing, and ultimately motivate them, through the joy of reading, to become self-directed learners.

Exemplars

Enhancing students' motivation to read through home-school collaboration and promoting Reading across the Curriculum to encourage deep reading
Apart from holding a diverse range of reading activities, such as reading award scheme, writers' talks, and sharing of second-hand books, the school also recognises the importance of collaboration with parents in order to promote reading among students. Therefore, a "parent-child reading club" is set up, where a variety of experiential activities based on the content of the books are organised. For example, students take part in a tram ride to undergo the experience portrayed in the text. Parents also share their past experiences in the course of the trip. This contributes to increasing students' motivation, as they appreciate the connection between reading and life, as well as the value and fun of reading. The school also actively promotes RaC through the collaborative planning of the subject panels of Chinese, English and General Studies. In addition to teaching reading strategies, they appropriately select themes and topics from the curriculum for each year level, integrating and developing them into reading modules. Such an approach exposes students to a variety of text types, and encourages them to synthesise knowledge from the three subjects, leading to focused and in-depth learning. For example, using the Spring Festival as the theme, the school enables students to understand not only its customs and traditions but also the importance of family reunion within Chinese culture. Students are then invited to consider and examine the impact of *chunyun* (Spring Festival travel season) on the family and the feelings of the people involved. In support of RaC, extended reading materials are made available in the classrooms and the library to encourage students to further explore their own selected topics, and motivate them to read proactively.

All subject panels playing an active role in promoting reading, providing opportunities to enrich students' reading strategies and knowledge
During morning reading periods, the students of the school read books of their own choice. Under their teachers' guidance, they have the opportunity of reading newspapers as well

as articles provided by various subject panels. The content of these materials is closely linked with students' daily life experiences. For example, through reading about how a celebrity overcomes hurdles of obstacles, students reflect on how to resolve the difficulties they encounter in their daily lives. Another example is how students are encouraged to express their views about whether digital currency might one day replace traditional currency after reading a relevant article. They will then engage in the learning activities designed by different subject panels. Further, teachers of different subjects promote reading in a strategic way. They do so by incorporating various reading elements into the lessons and learning tasks, notably pre-class reading, newspaper cuttings and project reports, thus providing adequate opportunities for students to apply and reflect on what they have learned.

2.6.5 Science, Technology, Engineering and Mathematics (STEM) Education

- In line with recent trends in education, schools make great efforts in promoting STEM education. Apart from cultivating students' interest in Science, Technology and Mathematics, and helping them build a solid knowledge base, schools aspire to strengthen students' abilities in integrating and applying knowledge and skills from different subjects, as well as foster their creativity, collaboration and problem-solving skills.

- A special committee has been formed in a number of schools to plan and promote STEM education. Its main responsibility is to set directions for development and formulate implementation strategies. In some cases, it focuses on advancing teachers' professional development, including arranging for teachers to collaborate with colleagues from partner schools on lesson planning, encouraging teachers to attend workshops or seminars, and enlisting school-based professional support services. The rationale is to provide teachers with the opportunity to learn from fellow schools their successful experience in developing STEM education, promote professional exchange across schools, and strengthen teachers' grasp of the concepts and beliefs underlying STEM education. Individual schools organise visits to companies specialising in technological research, engaging teachers in sharing sessions conducted by professionals. This assists teachers in understanding the latest developments in STEM-related businesses and the qualities of the most sought-after talents in the field. However, schools still need to work on the overall planning of STEM education, systematically integrating STEM elements into the curriculum, and offering students more opportunities to participate in STEM-related activities or external competitions. Also, some primary school teachers do not seem to have adequate scientific knowledge. Schools should take this matter into consideration and provide them with ample professional development and support.

- Most often, schools use General Studies, Science, or school-based computer lessons as entry points for promoting STEM education. With the added inclusion of scientific investigation activities and experiments in the curriculum, students gain hands-on experience, applying relevant knowledge and skills they have learnt from different subjects. For example, engaging students in building environmentally friendly cars and maglev trains have heightened their interest in scientific investigation. Schools are also gradually incorporating coding elements into the curriculum so as to develop students' computational thinking and problem-solving skills.

- To encourage collaboration among KLAs, some schools design theme-based or cross-curricular learning activities to encourage students to integrate and apply knowledge from different subjects. For example, various subjects, including Mathematics, Science, Computer and Design and Technology, work together in one particular school to offer their Secondary 3 students the opportunity to learn about how "3D projectors" can be applied in real life and to participate in a "rocket car contest". As a result, students gain a deepened understanding of knowledge such as geometry and velocity, and also enhance their skills in taking measurements accurately. On the other hand, the learning activities provided in some schools do not adequately allow students to integrate and apply relevant knowledge and skills, nor do they sufficiently promote enquiry-based learning, giving little room for students to exercise their creativity and problem-solving abilities.

- Quite a number of schools host STEM Days to generate interest in these subjects. For example, they design theme-based activities during the post-examination period for students to flexibly apply what they have learnt from different subjects to resolve the problems they encounter in their daily life. Project Learning Presentation Days are held in some schools to give students the opportunity to share the results of their scientific investigation projects, and promote peer learning. Post-school interest classes or enrichment programmes also provide a platform for interested students to advance their learning and research in the field of science, which helps boost their capacity for scientific investigation. When engaging in STEM activities, most students demonstrate great attentiveness and a rich spirit of enquiry. They are often able to integrate and apply the knowledge and skills from relevant subjects, as evident in the activities they perform in designing and producing parachutes. They test different variables such as the shape and size of the parachute and examine how they affect its speed of descent, using their knowledge of Mathematics and Science. The process not only enables them to consolidate their knowledge but also enhances their interest in these subjects.

- On the whole, schools have made greater progress in promoting STEM education than the year before. With the increase in the number of STEM activities, however, schools need to evaluate their effectiveness more thoroughly. By doing this, students are empowered in the learning process to master relevant knowledge and how to apply it, exercise their creativity and problem-solving skills, and nurture a spirit of scientific enquiry. In addition to monitoring the safety of STEM activities and the management of special rooms, primary schools need to provide adequate professional development and support for their teachers.

Exemplars

Flexibly utilising external resources and actively promoting STEM education
The school adopts an active stance in promoting STEM education. It sets clear goals and provides opportunities for students to integrate and apply learned knowledge and skills, demonstrate their creativity, and exercise their collaboration and problem-solving skills. A special committee for STEM education planning and implementation has been set up. School-based professional development activities are also held regularly so that teachers can have a firm mastery of the theories and concepts. The school also collaborates with external professional institutions, infusing scientific elements into General Studies, notably "super parachutes" in Primary 4 and "maglev

trains" in Primary 5. Students undertake repeated tests and revisions before constructing the final product, putting the theory of the design cycle into practice. Coding elements are also incorporated into the General Studies curriculum, and upper primary students are encouraged to design smart home devices so that they can apply coding skills to address problems in everyday life.

The school greatly values cross-school collaboration. It co-organises a range of LWL activities and projects with fellow schools within the same district. For example, students take part in a study tour to Korea on agricultural technology with the aim of widening their horizons and learning about farming. Subsequently, through joint-school projects on agricultural technology, students apply the insights they have gained from the tour, workshops and seminars into different themes such as hydroponic farming, and discuss ways of improving agricultural farming. In addition, partnership is formed with a secondary school under the same school sponsoring body to organise "aerial armour" activities. Under the guidance of teachers and students of that secondary school, students design devices for protecting drones and test their effectiveness. Such experiences allow students to apply systematically the subject knowledge and skills of Science, Technology and Mathematics, as well as raising their problem-solving capacity.

Comprehensively promoting STEM education, conducting detailed overall planning, and yielding effective results

The school plays an active role in promoting STEM education. Besides tapping into the rich community resources, it designs learning activities which link together the content of related subjects and other learning experiences, demonstrating meticulous and holistic planning. At junior secondary level, close ties are seen between the Science curriculum and the school's major development focuses. The topic of "Sensing the Environment" is strategically combined with robot coding, so that students can perform hands-on experiments related to robot sensors, immersing themselves in a learning process that deepens their learning. The learning tasks designed by the Science subject panel are also enriched with STEM elements. For example, scientific and engineering learning elements have been folded into a range of summer assignments for students. The latter are required to conduct web research, read up on relevant materials, study the design concepts and technology of the school premises, and apply the knowledge and skills they have assimilated in order to formulate their own green building designs. Other subjects such as Chinese Language also contribute to the implementation of STEM education. Relevant library materials are recommended to students, increasing their interest in STEM-related subjects and widening their scope of reading.

The school offers a diverse range of learning experiences including competitions and exchange programmes to students, on top of thematic workshops related to Mathematics, Science and IT. Students also actively participate in the experience camps and exchange programmes organised by local and overseas universities to gain insight into the latest technological developments in different areas.

Building on traditional strengths, and developing school-based curriculum at junior secondary level to effectively promote STEM education

To complement the development of STEM education in recent years, the school integrates the subjects of Science and school-based Technology into one single subject at junior secondary level. Robotics, a topic which in the past was meant for more able students, is now incorporated into the school-based curriculum for all students. A special committee has also been set up to promote close collaboration among related subjects, and to lead and advance the development of STEM education. In the process of making robots, students need to make use of components such as sensors, motors and gears, as well as their coding skills, to ensure the robot performs the specified action in accordance with the set instructions. During this process, students integrate and apply the knowledge of different subjects, such as Physics, Chemistry and Computer Programming, an experience which not only serves to deepen what they have learnt but also helps develop their generic skills. The school-based Science and Technology curriculum also comprises various learning activities such as the design of remote controlled model cars and electronic clothing, which offer opportunities for students to apply relevant subject knowledge and skills, and through hands-on practices, to develop their creativity, as well as collaboration and problem-solving skills. Likewise, the school attaches great value to external competitions. Through small group contests, members engage in discussions and work closely to complete their task. Altogether this helps develop their communication, collaboration and problem-solving abilities.

Chapter 3 Concluding Remarks

- In general, schools have managed to align with recent trends in education and take into consideration students' needs, setting out clear directions for development and identifying major concerns, as well as adopting self-evaluation as an integral part of their professional practice so as to realise the spirit of school-based management. Nonetheless, in terms of overall planning, more work is still needed in some schools. Their major concerns seem overly general and short of a clear focus. As a result of the lack of consensus among staff, subject panels and committees often have to fall back on their own routine work or strategies in addressing the major concerns. Using self-evaluation tools developed by the EDB and themselves, schools collect data from different sources to assist with planning and assessing the ways in which key focuses of development or major concerns are addressed as well as their effectiveness. However, quite a number of schools do not seem to have thoroughly analysed the data or have overlooked the need to evaluate the effectiveness of their efforts in addressing the major concerns as a whole. In this regard, schools need to make improvements, so that effective feedback can be made for the next planning cycle to facilitate the school's sustained development.

- Schools have evidently made greater efforts in raising teachers' professional development in learning and teaching. The management of the more effective schools has been able to empower teachers to develop their potential, and plan and coordinate different school development items. However, some schools need to strengthen the capabilities of middle managers in terms of planning, coordination and supervision, steering teachers to work together to implement the school's development focuses. School leaders also need to enhance their capacity for knowledge transfer and management. With this measure in place, teachers will be strategically guided to reflect on and share their classroom experiences, discuss success and hindering factors, and make continuous effort to improve the quality of learning and teaching through trialling, adjusting and deepening teaching practices.

- Schools are generally able to provide students with a wide variety of activities to enrich their learning experiences and promote whole-person development. The primary curriculum is generally broad and balanced. However, some secondary schools should pay more attention to the balanced coverage of their junior secondary curriculum. In catering for learner diversity, there are more schools this year using the EDB's three-tier implementation model to promote gifted education. Schools also make use of the EDB's Chinese Language Assessment Tools for Non-Chinese Speaking Students to assess the language abilities of NCS students, and implement follow-up measures to enhance their learning. However, it is advisable for schools to enhance overall curriculum planning, strengthen the collaboration between subject panels and committees to cater for school needs, and to keep up with the latest trends in education development, such as RaC and e-learning, so as to devise suitable implementation strategies. Further, schools should continue to develop teachers' assessment literacy, so that they can effectively use assessment data to formulate focused courses of action to address students' learning difficulties. At the same time, they can encourage students to monitor their own learning progress, to reflect on and fine-tune their learning goals and strategies, with the purpose of achieving Assessment as Learning.

- To promote self-directed learning, most schools demonstrate the ability to design appropriate measures that enable students to develop self-learning strategies and habits. Nonetheless, there is still room for improvement in terms of students' initiative and their

skills in exercising these strategies. With the establishment of wireless Internet access and the wide availability of mobile computer devices, there are more instances this year of promoting self-directed learning via e-learning. Adopting rather thorough implementation measures, a small number of schools have placed emphasis on developing students' ability to regulate their own learning, and systematically guide them to manage, assess and re-adjust their learning goals and strategies. However, most schools need to strengthen teachers' mastery of self-directed learning as a concept. This is an important step which supports students in formulating and refining their learning targets and techniques, sharpening their critical abilities, striving for self-improvement, and truly achieving the purpose of self-directed learning.

- Schools have all along been placing great emphasis on reading. They adopt a diverse range of strategies to create a rich reading atmosphere on campus, enhancing students' interest and abilities, and helping them develop a habit of reading. Generally, the teacher-librarian is responsible for planning such work. In a number of schools, a special reading time is scheduled during the day, with reading materials made available in every corner of the campus to ensure easy access. Fair collaboration between the teacher-librarian and subject panels occurs in some schools, where links are formed with different KLAs and subjects to promote RaC. Schools can now make use of the EDB's "Promotion of Reading Grant", which has been made available since the 2018/19 school year, as another resource to develop holistic plans for moving from Reading to Learn to Reading across the Curriculum. This will enable them to integrate knowledge from different KLAs, and more significantly, empower students to be self-directed learners through developing their reading abilities and habits, honing their thinking skills, and fostering a culture of sharing and exchange among them.

- Quite a number of schools have established a special committee to coordinate and promote STEM education. Other than promoting teachers' professional development, they organise STEM activities to enrich students' learning experience. To further develop STEM education, however, schools should step up their efforts in overall curriculum planning. This includes strengthening cross-curricular collaboration and integrating STEM elements into the curriculum according to the abilities of students at different year levels. With the increase in STEM activities, schools should undertake a more in-depth review to ensure these activities align with the goals of STEM education.

- In the area of classroom learning and teaching, most students demonstrate good learning attitudes, despite their general lack of initiative. Class activities have been broadly deployed to raise their degree of participation and prompt peer interaction. However, some teachers need to work on better designing activities to facilitate students' in-depth discussion on the topics. Teachers' questions also tend to focus narrowly on what students have learnt and the extent of progress they have made. They therefore need to consider raising their level of questioning and providing concrete feedback to help students improve their performance. Some teachers seem not to give enough attention to the more passive students, and some lack substantial strategies to extend learning for the more able ones.

- In supporting student development, schools provide a diverse range of activities to develop their interests and potential. Investing considerable effort in promoting values education, quite a number of schools inculcate core values and attitudes in students through school-based curriculum at different key stages. In particular, there is a noticeable increase in the number of schools striving to support students to develop a sense of national identity this

year. However, although schools generally demonstrate awareness of self-evaluation, the majority of them do not adopt students' learning performance as an assessment criterion. It is essential for schools to help teachers master related theories and skills to support student development and, by way of a whole-school approach, guide them towards whole-person development.

- Building on good self-evaluation practices, schools should continue to make effective use of self-evaluation tools and data through the P-I-E cycle, conducting timely reviews and revisions of development strategies so as to promote their sustained growth. The EDB-published curriculum documents are updated from time to time, and so schools should refer to them regularly. Taking into account their individual needs and circumstances, schools should strategically implement initiatives consistent with recent trends in education, such as values education, RaC, STEM education and IT in education, providing quality education for students.

Appendix 1 Schools Undergoing External School Review in the 2017/18 School Year

Primary Schools

Alliance Primary School, Whampoa
Baptist (STW) Lui Ming Choi Primary School
Baptist Rainbow Primary School
Buddhist Chan Wing Kan Memorial School
Buddhist Wing Yan School
Canossa School (Hong Kong)
CCC Kei Wa Primary School
CCC Kei Wa Primary School (Kowloon Tong)
Christian Alliance S.Y. Yeh Memorial Primary School
CNEC Ta Tung School
Confucian Tai Shing Primary School
Conservative Baptist Lui Ming Choi Primary School
HKTA The Yuen Yuen Institute Chan Lui Chung Tak Memorial School
Islamic Dharwood Pau Memorial Primary School
Islamic Primary School
Kam Tsin Village Ho Tung School
Kwok Man School
Kwun Tong Government Primary School (Sau Ming Road)
Lok Sin Tong Leung Kau Kui Primary School
Lok Sin Tong Leung Wong Wai Fong Memorial School
Ma On Shan Methodist Primary School
Maryknoll Convent School (Primary Section)
PLK Camões Tan Siu Lin Primary School
PLK Dr. Jimmy Wong Chi-Ho (Tin Sum Valley) Primary School
PLK Fong Wong Kam Chuen Primary School
PLK HKTA Yuen Yuen Primary School
PLK Leung Chow Shun Kam Primary School
PLK Luk Hing Too Primary School
PLK Vicwood K.T. Chong No. 2 Primary School
S.R.B.C.E.P.S.A. Lee Yat Ngok Memorial School
Sham Tseng Catholic Primary School

Shatin Government Primary School
SKH Kei Fook Primary School
SKH St. Andrew's Primary School
St. Antonius Primary School
St. Paul's Primary Catholic School
STFA Wu Siu Kui Memorial Primary School
Sung Tak Wong Kin Sheung Memorial School
Tai Po Old Market Public School (Plover Cove)
The ELCHK Wo Che Lutheran School
Tsuen Wan Trade Association Primary School
TWGHs Chow Yin Sum Primary School
Wai Chow Public School (Sheung Shui)
Yuen Long Po Kok Primary School
Yuk Yin School

Secondary Schools

Buddhist Ho Nam Kam College
Buddhist Mau Fung Memorial College
Caritas Fanling Chan Chun Ha Secondary School
Caritas Wu Cheng-chung Secondary School
Carmel Alison Lam Foundation Secondary School
CCC Kei San Secondary School
Chan Sui Ki (La Salle) College
Chung Sing Benevolent Society Mrs. Aw Boon Haw Secondary School
De La Salle Secondary School, N.T.
Delia Memorial School (Broadway)
Delia Memorial School (Glee Path)
Delia Memorial School (Hip Wo)
Delia Memorial School (Matteo Ricci)
Diocesan Girls' School
Fukien Secondary School
HKMA David Li Kwok Po College
HKTA The Yuen Yuen Institute No. 1 Secondary School
HKTA The Yuen Yuen Institute No. 2 Secondary School

HKWMA Chu Shek Lun Secondary School
Ho Fung College (Sponsored by Sik Sik Yuen)
Hong Kong Teachers' Association Lee Heng Kwei Secondary School
Lingnan Dr. Chung Wing Kwong Memorial Secondary School
Lung Kong WFSL Lau Wong Fat Secondary School
New Asia Middle School
Ng Wah Catholic Secondary School
PLK Lo Kit Sing (1983) College
Pui Kiu College
Q.E.S. Old Students' Association Tong Kwok Wah Secondary School
Salvation Army William Booth Secondary School
St. Clare's Girls' School
St. Joan of Arc Secondary School
Tak Sun Secondary School
The Chinese Foundation Secondary School
TWGHs Sun Hoi Directors' College
Wah Yan College, Hong Kong
Yan Chai Hospital Lan Chi Pat Memorial Secondary School

Special Schools

CCC Mongkok Church Kai Oi School
Hong Chi Morninghill School, Tuen Mun
Hong Chi Pinehill No.2 School
Hong Kong Christian Service Pui Oi School
Mary Rose School
PLK Law's Foundation School
Rotary Club of HK Island West Hong Chi Morninghope School
Society of Boys' Centres Shing Tak Centre School
The Salvation Army Shek Wu School
TWGHs Tsui Tsin Tong School

Appendix 2 Schools Undergoing Focus Inspection in the 2017/18 School Year

Primary Schools

A.D.&F.D. of Pok Oi Hospital Mrs Cheng Yam On School
A.D.&F.D. of Pok Oi Hospital Mrs. Cheng Yam On Millennium Sch.
Baptist Lui Ming Choi Primary School
Buddhist Chi King Primary School
Buddhist Lam Bing Yim Memorial School (Sponsored by HKBA)
C.P.C. Yao Dao Primary School
Canossa Primary School (San Po Kong)
Carmel Alison Lam Primary School
Castle Peak Catholic Primary School
CCC Kei Faat Primary School (Yau Tong)
CCC Kei Wan Primary School (Aldrich Bay)
CCC Mong Wong Far Yok Memorial Primary School
CCC Wanchai Church Kei To Primary School
Chan Sui Ki (La Salle) Primary School
Chan's Creative School (H.K. Island)
Chinese Methodist School (North Point)
Chinese Y.M.C.A. Primary School
Chiu Yang Por Yen Primary School
Chiu Yang Primary School of Hong Kong
Chung Sing School
Diocesan Preparatory School
Emmanuel Primary School
Fanling Government Primary School
Farm Road Government Primary School
Father Cucchiara Memorial School
Fung Kai Liu Yun Sum Memorial School
Hennessy Road Government Primary School (Causeway Bay)
HKTA Wun Tsuen School
Immaculate Heart of Mary School
Ka Ling School of The Precious Blood
Kwun Tong Government Primary School

Laichikok Catholic Primary School
Lee Chi Tat Memorial School
Lok Sin Tong Lau Tak Primary School
Lok Sin Tong Leung Kau Kui Primary School (Branch)
Lok Sin Tong Yeung Chung Ming Primary School
Ma On Shan Ling Liang Primary School
Mary of Providence Primary School
Maryknoll Fathers' School (Primary Section)
North Point Methodist Primary School
Our Lady of China Catholic Primary School
Pak Tin Catholic Primary School
PLK Chan Yat Primary School
PLK Chong Kee Ting Primary School
PLK Gold & Silver Exchange Society Pershing Tsang School
PLK Horizon East Primary School
PLK Tin Ka Ping Primary School
Price Memorial Catholic Primary School
Pui Kiu Primary School
Q.E.S. Old Students' Association Primary School
Sai Kung Sung Tsun Catholic School (Primary Section)
Salesian School
Salesian Yip Hon Millennium Primary School
Sau Mau Ping Catholic Primary School
Sau Ming Primary School
Shanghai Alumni Primary School
Shatin Methodist Primary School
SKH Chu Oi Primary School
SKH Chu Oi Primary School (Lei Muk Shue)
SKH Fung Kei Millennium Primary School
SKH Fung Kei Primary School
SKH Kei Hin Primary School
SKH Kei Lok Primary School
SKH Ling Oi Primary School
SKH Lui Ming Choi Memorial Primary School
SKH St. Thomas' Primary School

SKH Tin Shui Wai Ling Oi Primary School
SKH Wing Chun Primary School
SKH Yuen Chen Maun Chen Jubilee Primary School
St. Andrew's Catholic Primary School
St. Patrick's School
STFA Ho Yat Tung Primary School
STFA Lee Kam Primary School
STFA Wu Mien Tuen Primary School
Tai Kok Tsui Catholic Primary School
Tai Kok Tsui Catholic Primary School (Hoi Fan Road)
Tai Po Government Primary School
Tseung Kwan O Catholic Primary School
Tsuen Wan Catholic Primary School
Tsuen Wan Chiu Chow Public School
Tsuen Wan Public Ho Chuen Yiu Memorial Primary School
Tsz Wan Shan Catholic Primary School
Tsz Wan Shan St Bonaventure Catholic Primary School
Tung Chung Catholic School
TWGHs Li Chi Ho Primary School
TWGHs Yiu Dak Chi Memorial Primary School (Yuen Long)
Yuen Long Long Ping Estate Wai Chow School

Secondary Schools

Aberdeen Technical School
Assembly of God Hebron Secondary School
Baptist Wing Lung Secondary School
Buddhist Hung Sean Chau Memorial College
Buddhist Kok Kwong Secondary School
Buddhist Sin Tak College
Buddhist Sum Heung Lam Memorial College
Buddhist Tai Hung College
Buddhist Tai Kwong Chi Hong College
Buddhist Wong Wan Tin College
Buddhist Yip Kei Nam Memorial College

Caritas Tuen Mun Marden Foundation Secondary School
Carmel Pak U Secondary School
CCC Fung Leung Kit Memorial Secondary School
CCC Hoh Fuk Tong College
CCC Kei Yuen College
CCC Kwei Wah Shan College
CCC Ming Kei College
Cheng Chek Chee Secondary School of SK & HH District N.T.
Cheung Chuk Shan College
Chiu Lut Sau Memorial Secondary School
Choi Hung Estate Catholic Secondary School
Christian & Missionary Alliance Sun Kei Secondary School
Christian Alliance Cheng Wing Gee College
Clementi Secondary School
CNEC Christian College
Confucian Tai Shing Ho Kwok Pui Chun College
Cumberland Presbyterian Church Yao Dao Secondary School
Elegantia College (Sponsored by Education Convergence)
Fanling Government Secondary School
Fanling Kau Yan College
Fukien Secondary School (Siu Sai Wan)
Fung Kai Liu Man Shek Tong Secondary School
Fung Kai No. 1 Secondary School
HK & KLN Kaifong Women's Association Sun Fong Chung College
HKSYC & IA Wong Tai Shan Memorial College
HKTA Ching Chung Secondary School
HKTA Tang Hin Memorial Secondary School
Ho Lap College (Sponsored by Sik Sik Yuen)
Hotung Secondary School
Jockey Club Government Secondary School
Jockey Club Ti-I College
Kau Yan College
Ko Lui Secondary School
Kowloon True Light School
Kwun Tong Maryknoll College

Lingnan Hang Yee Memorial Secondary School
Lingnan Secondary School
Lions College
Lok Sin Tong Leung Chik Wai Memorial School
Lok Sin Tong Young Ko Hsiao Lin Secondary School
Maryknoll Convent School (Secondary Section)
Maryknoll Secondary School
Marymount Secondary School
Ning Po College
PAOC Ka Chi Secondary School
PLK Ho Yuk Ching (1984) College
PLK Ma Kam Ming College
Po On Commercial Association Wong Siu Ching Secondary School
Pooi To Middle School
Pui Ching Middle School
Pui Ying Secondary School
Q.E.S. Old Students' Association Secondary School
Shung Tak Catholic English College
Sir Ellis Kadoorie Secondary School (West Kowloon)
SKH All Saints' Middle School
SKH Chan Young Secondary School
SKH Holy Trinity Church Secondary School
SKH Lam Kau Mow Secondary School
SKH Lam Woo Memorial Secondary School
SKH Li Fook Hing Secondary School
SKH Lui Ming Choi Secondary School
SKH St. Simon's Lui Ming Choi Secondary School
SKH Tsang Shiu Tim Secondary School
St. Antonius Girls' College
St. Bonaventure College & High School
St. Francis Xavier's School Tsuen Wan
St. Joseph's College
St. Louis School
St. Mark's School
St. Paul's Secondary School

STFA Cheng Yu Tung Secondary School
STFA Lee Shau Kee College
Tak Nga Secondary School
The Jockey Club EduYoung College
The Methodist Church HK Wesley College
The Methodist Lee Wai Lee College
The Yuen Yuen Institute MFBM Nei Ming Chan Lui Chung Tak Mem. College
TIACC Woo Hon Fai Secondary School
True Light Girls' College
Tsang Pik Shan Secondary School
Tsung Tsin College
Tuen Mun Catholic Secondary School
Tuen Mun Government Secondary School
TWGHs C. Y. Ma Memorial College
TWGHs Lo Kon Ting Memorial College
TWGHs Mrs. Wu York Yu Memorial College
TWGHs S. C. Gaw Memorial College
TWGHs Wong Fut Nam College
TWGHs Yow Kam Yuen College
United Christian College
Wah Yan College, Hong Kong
Wah Yan College, Kowloon
Yan Chai Hospital Lim Por Yen Secondary School
Yan Chai Hospital Wong Wha San Secondary School
YPI & CA Lee Lim Ming College
Yu Chun Keung Memorial College