Inspection Annual Report
2020/21

Quality Assurance Division
Education Bureau

Contents

Chapter 1   Introduction

- Since the implementation of the School Development and Accountability (SDA) framework by the Education Bureau (EDB) in 2003, schools have been undertaking the "Planning-Implementation-Evaluation" (P-I-E) cycle of self-evaluation to enhance self-improvement.   Ever since the implementation of this framework, schools have accumulated much practical experience in promoting self-improvement.   The school self-evaluation (SSE) cycle has been embedded in their routine work.

- School-based management is both for empowerment and accountability.   The school management has the responsibility to understand and monitor the performance of schools in all aspects, and to be responsible to stakeholders, fulfilling the spirit of accountability.   At the same time, the EDB continues to understand the progress and effectiveness of schools' implementation of various educational initiatives through different channels, and make recommendations, as well as share with the sector schools' good practices for enhancing the sustainable development of schools.

- The Quality Assurance Division of the EDB conducts External School Review (ESR) and Focus Inspection (FI) in a "school-specific and focused" manner, and provides schools with feedback and recommendations for improvement.   It also provides schools with performance indicators, SSE tools and relevant training to help them enhance the effectiveness of self-evaluation for sustainable development.   In the 2020/21 school year, under the lasting impact of the COVID-19 epidemic, there was suspension of face-to-face classes in all schools in the territory for some period of time.   The EDB adjusted its inspection arrangements accordingly and conducted theme-based FI in relation to "Suspending Classes without Suspending Learning".   During the school year, the EDB conducted ESR in 5 primary schools, 13 secondary schools and 2 special schools (Appendix 1), and FI in 109 primary schools, 103 secondary schools and 8 special schools (Appendix 2).   This report presents the key findings of the inspections, including SSE, professional leadership, promotion of students' whole-person development, effectiveness of learning and teaching, and the various measures adopted by schools to support student learning and development during the suspension of face-to-face classes.   It also discusses the progress and achievements of various educational initiatives that most schools place emphasis on, including values education, self-directed learning (SDL), STEM[1] education, and catering for learner diversity.   Exemplars are also included in this report for schools' reference in

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[1] STEM refers to the education of Science, Technology, Engineering and Mathematics.

their planning for the next phase of development.

- According to the findings of the post-ESR school survey of the 2020/21 school year, participating schools were satisfied with ESR.   Most of them reflected that the ESR teams had been able to review the major concerns in a school-specific manner, accurately evaluate the effectiveness of SSE, identify schools' strengths and areas for improvement, and help them reflect on their work effectiveness as well as formulate plans for future development. The EDB hopes that by reading this report, schools can have a better understanding of the overall performance and progress of the participating schools in various areas of work and development.   Schools could also refer to the exemplars and suggestions for improvement in this report for enhancing their development, fostering students' whole-person development and cultivating their lifelong learning capability.

Chapter 2   Key Inspection Findings

2.1   Effectiveness of School Self-evaluation

- Since the implementation of the SDA framework, schools have accumulated much practical experience and are able to embed the concept of self-evaluation in their routine work for schools' sustainable development.   Schools, when setting major concerns, are able to keep pace with the trends in education, follow schools' missions and meet students' learning and developmental needs.   Similar to those of the last school year, schools' key focuses for development are mostly about enhancing values education, SDL, STEM education and catering for learner diversity.

- When schools formulate the directions for development, they generally consult different stakeholders, make reference to the self-evaluation information and review their "strengths, weaknesses, opportunities and threats" (SWOT) to set the major concerns.   There is transparency in the decision-making process.   The goals of the major concerns are generally in alignment with the directions for development and students' needs, and are an extension of the priority work of the previous development cycle.   However, schools need to set clear priorities for development and formulate work plans with well-defined goals and focuses for enhancing work effectiveness.   Schools with better planning have set specific and focused major concerns, set priorities for each development stage, formulate concrete and feasible implementation strategies that can address the goals of the major concerns with the success criteria adhering to the expected learning outcomes and performance of students.   Individual schools with unsatisfactory planning have high-sounding major concerns and too many goals while the scope of work is too broad without clear focuses.   Therefore, subject panels and committees can only set their work plans according to their own understanding, making it unfavorable for reviews and undermining work effectiveness.   Some schools follow routines with implementation strategies mainly focusing on daily operations, without making timely adjustment to their work plans for achieving the goals.

- Support and monitoring from the school management and middle managers are crucial to the effective implementation of school development plans.   Most of the school management maintains good communication with middle managers and teachers in the implementation of school development plans.   Through participating in regular meetings and lesson observations, as well as reviewing documents of subject panels and committees and students' assignments, the school management and middle managers are generally aware of the implementation progress of the major tasks by subject panels and committees.   They also suitably deploy resources to orderly implement the measures devised in the development plans.   Individual school management and their middle managers strive to

promote collaboration among subject panels and committees. For example, learning and teaching is integrated with the support for student development to achieve synergy, and teachers are provided with timely support to help them implement relevant work. On the whole, the school management and middle managers still need to make an effort in strengthening collaboration among subject panels and committees, and strengthen their role of co-ordination in enhancing the collaboration among subject panels and committees in the implementation of school development plans.

- Schools are generally able to collect data by using self-evaluation tools such as Stakeholder Survey (SHS) and "Affective Program for Affective and Social Outcomes" (APASO) provided by the EDB as well as school-based questionnaires to understand stakeholders' views on school development. However, schools hardly review the work effectiveness comprehensively while focusing too much on reporting the stakeholders' perceptions or the completion of tasks. They seldom review the work effectiveness holistically by compiling various assessment information with student performance to formulate specific follow-up measures to improve the planning of the next stage. The effectiveness of using evaluation to inform planning still needs to be strengthened.

- Affected by the epidemic, schools have faced quite a number of challenges during the intermittent suspension and resumption of face-to-face classes. The school management, in general, can learn from the experience gained in the previous school year, and leads teachers to draw up contingency measures for learning and teaching as well as support for student development according to the school contexts. For example, resources from both inside and outside school are suitably used to help teachers adjust learning and teaching modes, from the initial stage of simply uploading learning materials to e-learning platforms for students to learn by themselves, to the later stage of gradually extending real-time online teaching to different subjects and year levels with the provision of relevant training and technical support for teachers. The effectiveness is constantly reviewed and the opinions of stakeholders are widely accepted during the process to support student learning and development.

- In conclusion, schools are generally able to set appropriate directions for development in line with the trends in education, school contexts and students' needs; and understand the implementation progress of various tasks by collecting different data. However, schools still need to review work effectiveness holistically by making good use of various evaluation information and data and formulate specific follow-up measures, with the aim of using evaluation results to inform planning and foster schools' sustainable development. To refine planning, schools should adopt a holistic approach in evaluating the effectiveness of school work, revise the goals and improve the implementation strategies in a timely

manner for the purpose of promoting students' whole-person development and lifelong learning.

Exemplars

Embedding the P-I-E cycle deeply in all levels of school work to foster the sustainable development of the school

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The school management is in close communication with teachers, which helps subject panels and committees build consensus on development focuses and relevant strategies. The self-evaluation culture is developed, sustained and incorporated into different levels such as school, subject panels and committees as well as students.

All teachers join in to review the school's SWOT as well as students' needs, and then set appropriate goals and formulate work plans for the major concerns. Based on its past experience in developing SDL, the school has found that students' motivation in learning is more critical than the implementation of self-learning strategies. Therefore, enhancing students' learning motivation is set as the goal of the current development cycle and the school's major concern. The school has strategically formulated different work plans and arranges professional training for teachers, including the use of external resources and organising overseas exchange activities, to help teachers acquire the professional knowledge and skills needed for the implementation of the major concern. At the level of subject panels and committees, different strategies are adopted for each subject to engage students in lessons, and inquiry-based assignments are appropriately designed to foster students' SDL abilities. The P-I-E cycle has also been embedded in the work at the student level. Student-led organisations, such as the Student Union and the Prefect Team, also formulate their work plans in alignment with the major concern by conducting post-activity evaluations and reflections for improvement. The success criteria for the school's work plans are set in connection with students' learning outcomes.   Through various assessment tools, such as online questionnaires, students' reflections and sharing as well as teacher observation, the school collects and analyses qualitative and quantitative information to adjust and improve the work plans for the coming year.   The evaluation is thus effectively used to inform planning.

Leading the subject panels and committees to collaboratively plan and implement development work, successfully building consensus to promote the school's sustainable development

The school management leads all teaching staff to jointly formulate and implement various development tasks in alignment with the school missions, progress of the school development and the trends in curriculum development. The major concern of the previous development cycle was "Improving the self-evaluation mechanism and enhancing work effectiveness" to enhance teachers' awareness of reflections as well as their self-improvement abilities. At the end of the previous development cycle, the school management leads the middle managers to review the overall work effectiveness, and jointly set the major concerns of the current development cycle through meetings with the teachers. It enhances transparency of the decision-making processes and builds consensus. The subject panels and committees generally understand well the school's directions for development and are committed to implementing the major concerns. The school management communicates closely with the middle managers to collaboratively promote the development of the subject panels and committees. Teachers' abilities and aspirations are taken into consideration when assigning tasks for empowerment and demonstration of abilities.

The school sets its major concerns in accordance with the school's missions and context, and endeavours to improve the learning and teaching effectiveness. Under the major concern of "Continuously catering for students' diversity and enhancing learning and teaching effectiveness" of the previous development cycle, the school has enhanced the learning and teaching effectiveness in different aspects through strategies such as enhancing teachers' skills of using cooperative learning, creating a good reading environment and culture as well as motivating SDL among students. Plans are clearly formulated, with strategies in alignment with the goals. In the current development cycle, the school further improves the work strategies of the previous cycle to continuously enhance the effectiveness of learning and teaching. For example, the measure of tapping resources outside school to support teachers to refine the curriculum planning of some subjects in the previous development cycle is extended to all subjects in the current cycle. The school adds post-lesson discussions and reflections onto those measures that have been implemented, such as collaborative lesson planning and peer lesson observation, creating a culture of professional sharing. The subject panels and committees can formulate work plans according to the school's major concerns, and review work effectiveness thoroughly at the end of the term. Qualitative and quantitative assessment information is collected through lesson observations, questionnaires and teachers' reflection, etc., for evaluation purposes, providing concrete suggestions for improvement and development for the following year.

2.2 Professional Leadership

- To promote schools' sustainable development, the school management needs to flexibly deploy resources and leads teachers to strategically support student learning and development. The school management in general can allocate different resources to enrich students' learning experiences and support their learning and development in alignment with the trends in education, school contexts and students' needs. For example, schools collaborate with external organisations to provide students with service learning or work-related learning experiences, enabling students to improve their communication and collaboration skills, develop a sense of responsibility and empathy, as well as build confidence in themselves through experiential learning. Moreover, alumni, parents, etc.are invited to serve as volunteers and guest speakers in career talks to help students in career and life planning and support their learning and development,. Schools also connect with sister schools in the Mainland or overseas to conduct online cultural exchange activities for students to enhance their understanding of our country and the world, broadening their horizons. During the suspension of face-to-face classes, most schools are able to consolidate the experience gained from the previous school year and make use of various funding or external resources to help students continue to learn at home while fighting against the epidemic. Examples include providing mobile computer devices, data cards, etc. to students who lack electronic equipment at home; using the e-learning platforms and online conference apps that can be accessed in the Mainland to support the learning of cross-boundary students; providing anti-epidemic supplies or financial assistance to students in need; or sharing anti-epidemic information with students, articles on mental health and songs with positive energy to promote their physical and mental well-being.

- Schools put emphasis on enhancing teachers' professional capacity in alignment with the trends in education and school contexts. They arrange for teachers to take part in the professional support programmes organised by the EDB, tertiary institutions or other organisations to help teachers master learning and teaching strategies and skills in guidance and discipline. They also conduct school-based professional development activities, such as organising talks on values education to enhance teachers' relevant knowledge, or making use of collaborative lesson planning and peer lesson observation to foster teachers' professional development. Schools with better planning are able to formulate clear and specific policies on professional development. They arrange for teachers who have participated in external training programmes to share with their peers what they have learnt, and make good use of e-learning platforms for knowledge sharing, promoting a professional sharing culture inside school. As the epidemic lasts, more schools try to adopt a blended

mode of learning and teaching[2], and strive to strengthen teachers' professional knowledge and skills in e-learning. For example, teachers of different subjects are arranged to form e-learning support groups to explore and try out various apps and e-learning platforms together, and to share their experiences. Workshops or talks on different topics such as e-learning strategies and cyber security are held to enhance teachers' knowledge in the relevant areas as well as their abilities and confidence in supporting students in e-learning. Moreover, schools assign technical personnel to offer technical support to teachers and continue to enrich the school-based e-learning resource bank, so that teachers and students can use relevant resources to carry out different learning and teaching activities.

- The school management is generally able to lead the staff members to set the directions for school development and deploy various resources to enrich students' learning experiences. However, schools' performance in co-ordinating and monitoring work varies. The school management with better performance is open-minded. They make use of different channels for teachers and students to express their opinions and participate in the formulation of school policies and development plans, thereby building consensus and a shared vision as well as enhancing their sense of belonging to schools. The school management communicates well with the heads of subject panels and committees, effectively monitor the work progress and provides suggestions for improvement, to support them to implement their work and improve work effectiveness. The school management is also able to make suitable arrangements to groom future leaders. For example, the administrative and management experience of middle managers is enhanced through staff deployment, or the administrative and leadership abilities of junior teachers are nurtured from joining various administrative committees or subject panels. For schools with unsatisfactory management, the school management is unable to perform its role of planning, supporting and supervision effectively. For example, they are not able to set clear goals of the major concerns, build consensus, and co-ordinate subject panels and committees to implement their work. They cannot promote collaboration among subject panels and committees, monitor their implementation of work, provide them with timely feedback and support, or foster their self-improvement through self-evaluation.

- The middle managers are generally conscientious and able to formulate work plans according to the major concerns of schools and students' needs. However, they lack good understanding of the concepts of school curriculum, affecting the planning of a broad and balanced curriculum. Their role as curriculum leaders in promoting and improving the overall curriculum planning has not been fully performed. Moreover, collaboration among subject panels and committees is more for co-ordinating activities, but less for working on a

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[2] A blended mode of learning and teaching refers to the use of face-to-face classes, online or offline, or other learning and teaching modes by schools to support students' ongoing learning.

comprehensive planning of school curriculum or the integration of learning inside and outside the classroom, affecting the effectiveness of implementation. Middle managers with better performance demonstrate good leadership and management skills, lead subject panels and committees to formulate appropriate strategies for curriculum development and support to student development. They are also able to monitor work progress and give advice in a timely manner. For example, during the suspension of face-to-face classes, they can set clear work guidelines and communicate closely with teachers to ensure the effective implementation of relevant work. They monitor the quality of learning and teaching by reviewing the school-based learning and teaching materials, following up on teachers' marking of student assignments as well as observing real-time online lessons, and provide timely advice and support to teachers. On the whole, schools need to strengthen the role and the professional capacities of curriculum leaders to ensure that the school curriculum is broad and balanced, and at the same time enhance communication and collaboration among subject panels and committees to help students build a solid knowledge foundation and provide them with well-connected learning experiences.

Exemplars

Capable of building team consensus, effectively leading the school towards sustainable development through close liaison among all levels and enhancement of collaboration among subject panels and committees; actively equipping teachers and parents to join in for the support of student development

The school management and the teachers have a strong sense of belonging to the school, sharing the same belief in education, and work closely together to improve the quality of education continuously. The school values both distributed leadership and collaboration. The roles of co-ordination and supervision at all levels are fully performed through the close contact between the school management and the heads of subject panels and committees, as well as the regular meetings among subject panels and committees. The collaboration among subject panels and committees is particularly strengthened, and different cross-curricular learning activities are arranged to achieve synergy. The school provides sufficient channels and opportunities for teachers to express their opinions on the directions for school development, thus building team consensus effectively.

Besides continuously improving the work of various areas with its ample administrative experience, the school management also enthusiastically motivates teachers and parents to play their role in promoting student learning and development. For example, in line with the requirement for students to possess "school-based attributes", two indicators namely

"school-based teacher attributes" and "school-based parent attributes" are formulated, and a series of training activities is organised for teachers and parents, so that they can understand how to serve as role models for students in alignment with the school development goals. Regarding the promotion of teachers' professional development, the school has formulated a clear policy, and use the e-learning platform suitably to arrange for teachers to share knowledge after participating in professional development activities, establishing a culture of professional exchange within the school. In addition, the school makes proper deployment for future personnel replacement by arranging junior teachers to take up duties in different administrative committees and subject panels to accumulate experience and develop leadership skills. In response to the joining of new teachers every year, the school holds regular sharing sessions and capitalises on the dual class-teacher system to mentor the novice teachers by the veterans. This can help new teachers reflect on their work, such as teaching, administrative work in class and communication with parents, for enhancing their self-improvement.

Effectively performing the role of planning and co-ordination to cater for students' needs in learning and development

During the suspension of face-to-face classes, the school manages to adjust their strategies from time to time in response to the real situations and students' needs for the purpose of supporting students to learn at home. With effective leadership and experience, the school has set the direction for future development of online teaching and formulated contingency measures taking into account the further changes of the epidemic at the end of the last school year. A clear consensus has been reached among subject panels and committees to promote e-learning in the current school year. After analysing students' learning performance, the school concludes that the suspension of face-to-face classes has a greater impact on students with less self-discipline and lower confidence in learning. Therefore, the teachers try to extend students' learning experiences from the classroom to the outside, and plan again the core elements of the school curriculum, so that the school can adapt the classroom learning content for the new normal. When half-day face-to-face classes are resumed, face-to-face classes and real-time online classes are scheduled in the morning and afternoon respectively. The school revises the timetable of the real-time online lessons with reference to the original cycle mode, and is committed to providing students with a comprehensive curriculum. With a view to implementing online teaching successfully, the school provides teachers with training and support on information technology (IT), and purchases computer hardware, aiming to offer more opportunities for teachers to use and try e-learning. Meetings are specially conducted with students prior to real-time online lessons to teach the classroom routines of real-time

online lessons to prepare students for learning at home. In addition, the school arranges for teachers to use the same platform for real-time online lessons, which helps teachers and students familiarise themselves with the functions of the platform more quickly, thereby enhancing learning and teaching effectiveness. Technical support staff are also deployed to share some non-teaching workload, such as creating and distributing the information on lesson arrangement so that subject teachers can focus on improving learning and teaching.

Through different channels, such as face-to-face meetings and home visits, the school proactively finds out and caters for the needs of students with different backgrounds, including those with weak family support, financial difficulties, emotional distress or under non-attendance cases. Committed to catering for the different needs of students in their physical and mental development, the school provides students in different situations specific support, such as arranging social workers and class teachers to follow up on the less disciplined students, reminding them to be punctual for lessons, etc.

2.3 Fostering Students' Whole-person Development

- Schools generally plan the school curriculum in accordance with the school missions and trends in education, and the development focuses are mostly about enhancing values education, SDL, STEM education and catering for learner diversity. Diversified life-wide learning (LWL) activities are arranged to enrich students' learning experiences. With the change in the learning mode under the new normal, schools can generally build on the past experience to use e-learning to promote SDL among students inside and outside the classroom in an encouraging manner, facilitate teacher-student and student-student interaction, and boost students' motivation in learning. In view of the development of the epidemic, schools also strengthen their care for students' various needs for emotional and social development.

- The primary school curriculum generally helps students build a solid learning foundation in an orderly manner and cultivates in them positive values and attitudes. For the use of learning time, quite a number of schools arrange tutorial sessions in the timetables for students to complete part of their assignments in school under teachers' guidance; pre-lesson preparation and post-lesson extended activities are also arranged for students to develop self-learning habits. In addition to classroom learning, schools strive to enrich students' learning experiences, such as providing students with service learning and leadership training. However, some schools are unable to connect classroom learning closely with post-lesson activities, or they do not make good use of the learning time beyond lessons, resulting in not being able to properly and effectively extend, enrich and

promote student learning.   A small number of teachers inappropriately use the tutorial sessions or activity periods on class matters primarily.   Schools could suitably apply the notion of "learning time"[3] to make the scheduling of lessons and learning activities more flexible, so that student learning inside and outside the classroom could be planned more flexibly to facilitate their whole-person development.

- The curriculum for the junior secondary (JS) level in secondary schools generally needs improvement.   The school curriculum does not fully cover the core elements of some Key Learning Areas (KLAs).   For example, there is early teaching of the senior secondary (SS) curriculum, such as Economics, Tourism and Hospitality Studies, and Liberal Studies, at the JS level in some schools, leading to the inadequate coverage of the essential learning content of Personal, Social and Humanities Education KLA at the JS level.   Besides, some schools arrange LWL activities or STEM education learning activities to help students acquire the learning content of the Technology Education KLA, but are unable to cover all the core learning elements systematically, or do not arrange all JS students to participate in relevant learning activities, therefore the JS students cannot acquire the relevant fundamental knowledge of the KLA.   Schools should follow the relevant curriculum guides to holistically review and improve the planning of the JS curriculum, ensuring that the JS curriculum fully covers the core learning elements of the eight KLAs and hence helping students build a solid knowledge foundation for transitioning into SS education.   At the SS level, schools give sufficient consideration to students' preferences for subject choices, interests and abilities in general, and provide students with different elective subjects, including Applied Learning (ApL), to cater for their diverse learning needs.

- Schools attach importance to the interface between different key stages and commonly take measures such as conducting bridging classes and organising parent talks to allow students and parents to understand the situation of the new learning stage.   For primary schools, in addition to arranging parent talks and creating a designated Primary 1 webpage on the school websites, schools also provide students with tips for bridging, and arrange for social workers to meet students with the aim of understanding and following up on their adaptation to a new school life.   Schools are able to respond flexibly even under the influence by the epidemic.   For example, schools arrange Primary 1 orientation activities to take place online, find out proactively the needs of parents of Primary 1 students over the phone, and impart relevant knowledge on the conduction of real-time online lessons to parents during the summer holiday.   In such ways, student learning and development are

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[3] Learning time refers to not only classroom periods as students can gain learning experiences anywhere and anytime.   Learning time includes lesson time (teachers-students contact hours in settings not limited to the classroom), the time outside class at school (such as recess, lunch breaks, after-school time, open days, examination days) as well as the time spent outside school including holidays.   Schools should holistically plan and arrange students' learning time.

supported through home-school co-operation. Moreover, schools, in general, help Primary 1 students adapt to the new school life gradually by purposely replacing examinations with daily assessments in the first term or reducing the number of examinations to relieve students' pressure. Secondary schools generally arrange induction activities and adaptation programmes for Secondary 1 students or parent gatherings to help Secondary 1 students familiarise themselves with school life. There are schools conducting a series of induction programmes, through activities such as games, talks and sharing by student leaders organised by different subject panels and committees, to help Secondary 1 students adapt to the school life as soon as possible with the understanding of the major initiatives promoted by schools, such as the use of mobile devices in lessons and the habits of regular exercise.

- Schools put great emphases on the promotion of reading and the work is generally co-ordinated and implemented by librarians, language subject panels or related designated committees. Subject-based book lists or reading materials are provided and various reading activities are organised to foster students' reading interest, reading habit and reading proficiency. Quite a number of schools adopt the promotion of reading as their major concern or key focus for development, and connect the relevant strategies with certain trends in education such as STEM education and SDL for enhancing students' learning effectiveness. Quite a number of primary schools adopt diversified strategies in promoting reading. In addition to conducting different reading activities inside schools, parent education is also strengthened for promoting parent-child reading at home. Schools with better performance are able to plan holistically with a clear division of labour, collaboration and consensus among subject panels and committees on the goals and strategies for promotion of reading. For example, the classification of books and reading skills are taught in library lessons, teacher-student reading is arranged and students are encouraged to demonstrate their learning outcomes of reading during language lessons in different ways, such as drawing comics and designing posters. Subject panels also collaborate to promote subject-based reading, parents are invited to become "storytelling dads and mums" on campus and parent-child reading scheme is implemented at home. There are schools setting up "Bookcrossing Corner" or organising book clubs to encourage students to share their reading experiences; or organising "Book Day" or "Story Day" in which students dress up as their favorite book characters and share their reading experiences with schoolmates during sharing sessions. Schools mainly are able to properly use the "Promotion of Reading Grant" provided by the EDB to procure different types of books, subscribe to web-based reading scheme or organise writer talks. Teacher-librarians or relevant working groups are able to review the library collections to ensure that content of books is appropriate and of quality. However, a small number of schools only rely on teacher-librarians to review book content and are therefore unable to monitor the book

quality effectively. During the suspension of face-to-face classes in the current school year, schools are mostly able to adjust the strategies for supporting students to read at home although a lot of reading activities are hindered by the epidemic, such as the suspension of bookcrossing activities or the curtailed number of visits to the library. The adjusted strategies include addition of new e-books and effective use of e-learning platforms to organise online reading activities such as the introduction of writers and book sharing among teachers and students. Online self-learning resource banks are created through cross-subject collaboration to collect and organise the learning resources and reading materials of various subjects, for cultivating students' reading habit at home. However, it is undesirable that a few schools are still not able to come up with contingency measures to keep students' reading activities going. On the whole, schools' efforts to promote reading through different strategies and make good use of IT to sustain relevant work during the suspension of face-to-face classes should be recognised. Nonetheless, not many schools are able to create a vibrant reading atmosphere on campus, and students' interest and their habit for reading still need to be fostered. Schools should keep on exploring more diversified strategies for the promotion of reading, further cultivating students' reading interest and their habit as well as making timely adjustment of work strategies in response to students' learning performance, for the enhancement of the depth and breadth of reading.

- Although schools have promoted "Reading to Learn" for years, only a small number of them are able to further implement "Reading across the Curriculum" (RaC). For schools that start implementing RaC in the current school year, the relevant tasks are generally undertaken by the librarians, the language subject panels or designated committees responsible for promoting reading. However, subject panels and committees in those primary and secondary schools usually implement their own work plans, without effectively co-ordinating various subject panels or providing students with adequate opportunities to effectively integrate knowledge across different subjects, leading to ineffective implementation. A few schools with better planning can build on the strong reading culture on campus as well as students' enthusiasm and good habit in reading to promote cross-subject collaboration for organising RaC activities under the co-ordination by curriculum leaders or designated committees. For example, project learning or theme-based reading is conducted to help students connect and apply knowledge across subjects through reading, thereby widening their reading horizons. In sum, schools should strengthen the collaboration and communication among subject panels and committees as well as arrange relevant professional development programmes for teachers to have a thorough understanding of the concept of RaC for the purpose of promoting RaC more systematically.

- Schools arrange a variety of LWL activities that covers the five essential learning

experiences[4] and connects with the learning content of KLAs or subjects for students, helping them extend, enrich and enable learning in the classroom.   However, activities are generally planned by subject panels and committees individually while only a small number of schools can plan holistically at the school level to promote LWL activities through cross-curricular collaboration.   Schools with more comprehensive planning actively promote collaboration among subject panels and committees to organise LWL activities, such as cross-subject reading, Chinese Culture Day, and Science or STEM Education Week, to connect the curriculum of various KLAs and subjects.   They also organise activities for students to apply the scientific principles learnt and their knowledge of coding to design products for solving everyday problems.   Co-operation among their subject panels and committees fosters a more effective learning and helps students connect and apply knowledge across different subjects to deal with problems in real contexts and authentic settings.   At the same time, they also actively encourage students to participate in competitions or co-curricular activities organised by external institutions as well as online school team training, so that students can take part in diversified sports, arts and academic activities or competitions for broadening their horizons and maximising their potential. Under the impact of the epidemic, LWL activities such as local field trips or overseas exchange programmes are mostly postponed or cancelled.   There are schools able to adjust the arrangement of activities flexibly, such as arranging museum visit through virtual reality, to provide students with diversified learning experiences amid the epidemic.   As for evaluation, most schools are not able to review the work effectiveness holistically by compiling assessment information.   Schools should set aside some time before and after the activities for students to conclude and reflect on their learning, and combine the quantitative and qualitative assessment data as well as to comprehensively evaluate the work effectiveness against the goals set while taking into account student performance, so that more concrete feedback could be provided for future planning.

- Schools promote values education mainly through various KLAs, the moral education curriculum and LWL activities, encompassing moral education, national education, life education, civic education and education for sustainable development, with the priority values and attitudes generally covered.   To foster students' sense of national identity, schools organise exchange programmes to the Mainland as well as participate in competitions and lectures related to Constitution and Basic Law education, so that students can deepen their understanding of our country's current situation as well as foster a sense of belonging to the nation and national identity.   In view of the development of the epidemic and students' developmental needs, quite a number of schools strengthen the promotion of

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[4] Intellectual development, values education, community services, physical and aesthetic development, and career-related experiences.

life education to encourage students to face the challenges brought about by the epidemic with positive attitudes. Life education is promoted through whole-person development lessons, personal growth lessons or LWL activities, helping students develop the positive values and attitudes on cherishing and respecting life including caring for animals.

- In terms of helping students lead a healthy lifestyle, schools have not yet formulated a holistic plan at the school level, but mainly incorporate relevant learning elements into individual subjects or LWL activities. For example, the learning elements about physical fitness and health and balanced diet are incorporated into Physical Education; or topics about social adaptation are integrated into moral and civic education lessons or personal growth lessons. To help students develop the habit of exercising, some schools open up the sports facilities on campus for students' use during recess and lunchtime, or conduct morning exercises. Many primary schools schedule classes for sport and art activities as well as multiple intelligences in their timetables, and create interest groups for sports for the purpose of providing students with more opportunities of joining sports activities. There are secondary schools capitalising on the campus environment and external resources to introduce sports activities that students are less exposed to, helping students enhance their interest in learning and broaden their horizons. During the suspension of face-to-face classes, schools commonly upload information such as anti-epidemic issues, stress reduction and physical exercise, and produce or make use of suitable online teaching videos to encourage students to carry out physical activities at home by following the demonstrations shown. In addition, schools care for student learning and emotions by maintaining close communication between class teachers and the students, through which students are also taught to plan their daily schedule, with the aim of support students' emotional well-being. In the early days of the resumption of face-to-face classes, quite a number of schools helped students relieve the negative emotions caused by the epidemic and adapt to school life again by arranging activities such as special class teacher sessions, morning assemblies, themed wall poster decoration and card writing, so that students could share their daily life and feelings during the suspension of face-to-face classes.

- In response to students' needs as well as the changes in the learning modes under the new normal, schools gradually put emphasis on cultivating students' information literacy (IL). Students' abilities and attitudes in using IT are nurtured mainly through subject learning and LWL activities. For example, primary students learn the methods and skills to search for information online, while secondary students learn the various settings and functions of web search engines to filter search results, as well as the ways to verify the authenticity of online information, and learn to respect intellectual property. There are schools helping parents develop a deeper understanding of IL through parent education, such as organising workshops and seminars, thereby fostering home-school co-operation in helping primary

and secondary students develop the relevant values and attitudes. Schools with better planning make an effort to strengthen the holistic planning at the school level. For example, they set the development goal of fostering IL in students in the major concern related to IT education, or help students enhance the abilities and develop proper attitudes in using IT through applying what they have learnt in cross-curricular project learning. In sum, most schools are unable to plan holistically at the school level to systematically integrate the learning of IL into the curriculum of various subjects and LWL activities, for the purpose of nurturing effectively students' abilities and attitudes in IL. Schools could make reference to the *"Information Literacy for Hong Kong Students" Learning Framework* to formulate a holistic plan to enable students to systematically learn how to use information and IT effectively and ethically at various learning stages.

- Life planning education (LPE) plays a significant role in fostering students' self-understanding, personal planning, goal setting, reflective habits of mind and articulation to progression pathways, as well as equipping students with the knowledge of various study, career and training pathways, so that they can make informed and wise choices. Most secondary schools are able to promote LPE according to student development in relation to further education and careers guidance at different stages. Through activities such as class teacher periods, talks, and individual or group counselling on life planning, they help students find out more about themselves and learn about the multiple pathways progressively, so that students are able to set their goals at different stages. Schools are generally able to tap external resources to promote LPE through a variety of activities, such as taster programmes at tertiary institutions, visits to companies and job shadowing, as well as invite alumni and parents to introduce new trends in different sectors and industries, for the purpose of broadening students' horizons and encouraging them to explore multiple pathways. Some schools striving to guide students to reflect to consolidate what they have learnt; or making good use of external resources to help students explore their interests helping them to realise their life aspirations in the job market. At present, secondary schools give more weight to promoting LPE at the SS level; while starting from the 2021/22 school year, primary schools will start implementing LPE at the upper primary (UP) level gradually. For the purpose of coping with the future rapid changes, schools should build on the existing foundation to introduce LPE at the UP and JS levels soon with a view to helping students understand their own abilities, interests and aptitudes, as well as develop a broader view of future pathways and occupations, thereby nurturing in them positive attitudes towards learning and life.

- Assessment is an integral part of the curriculum as well as the learning and teaching cycle. Schools have generally formulated clear homework and assessment policies covering different forms of assessments. Besides written assessments, classroom activities, project

learning and performance assessment, etc. are also used by schools to continuously review student learning. Schools which can effectively conduct evaluation involving different stakeholders do not only provide students with positive and concrete feedback for improvement through marking of assignments, but also make use of self-evaluation, peer assessment and parent assessment to help students reflect their learning comprehensively. During the suspension of face-to-face classes, school management can commonly lead subject panels to revise the assessment methods and arrangement. For example, they employ electronic or paper-based assignments, electronic assessment and observation of student performance in real-time online lessons to understand students' learning progress at home; and allow students to complete their assignments in different forms such as audio or video recording, with a view to catering for students' different learning needs, fostering SDL and strengthening their sense of agency in learning. Most schools can adjust the examination arrangements according to students' learning progress, such as fine-tuning the time and content of assessments, or understanding student performance through daily assignments, with the aim of helping students reduce examination stress amid the epidemic.

- Making good use of assessment information to adjust learning and teaching strategies and inform curriculum planning is of great importance for schools to enhance student learning. Teachers are generally able to analyse student performance inside and outside school, but follow-up measures are not target-oriented. For example, teachers only revise relevant topics with students or provide students with follow-up worksheets without exploring the reasons for students' unsatisfactory performance or draw up appropriate follow-up measures to address students' learning difficulties. Only a small number of schools can use assessment information wisely to analyse students' learning performance in detail for making adjustment to the learning and teaching strategies or improving the homework design, and thus inform curriculum planning.

- Schools are generally able to set curriculum development focuses and implementation measures in line with the trends in education and students' needs, and provide students with rich learning experiences to enhance their learning and development. Under the new normal in teaching and learning, schools need to review, reflect on and adjust the overall curriculum planning in a timely manner. In line with the notion of "learning time", schools should flexibly plan student learning both inside and outside the classroom, as well as attach importance to students' physical and mental development, help them lead a healthy lifestyle and cope with pressure and challenges with positive attitudes, with the aim of fostering a balanced and whole-person development.

Exemplars

Suitably employing IT to extend and broaden classroom learning, enriching students' learning experiences

In line with the development of the revised Chinese History curriculum at the JS level and taking into account the closure of museums due to the epidemic, the school actively develops the school-based online platform of the "Virtual Chinese Heritage Museum" to arrange museum visits for students through virtual reality, to extend student learning and enrich their learning experiences beyond the classroom.

There are five exhibition halls in the "Virtual Chinese Heritage Museum". Students can observe the cultural relics of various historical periods from different angles through the 360-degree images. Students can click on the "Cultural Relics Hot Spots" to find out more about the relics. There is also a "Book Corner" in each exhibition hall for recommending books related to that particular historical period for students to extend their learning. With a view to further integrating with the curriculum content of Chinese History, teachers design worksheets relevant to the cultural relics in the exhibition halls for students to learn about the respective historical background and cultural knowledge. Moreover, teachers arrange a variety of learning activities, such as introduction of the cultural relics through the audio guide by Secondary 2 students as well as relevant project learning conducted by Secondary 5 students, which fosters the connection with classroom learning and enhances the fun of learning Chinese history.

In addition to enhancing students' understanding of cultural relics, the school arranges for students to take part in the preparatory work of the "Virtual Chinese Heritage Museum". Through taking part in designing draft layout of the exhibition halls, taking 360-degree photos of the cultural relics and providing audio guide to introduce the cultural relics, students have the opportunities to apply cross-curricular knowledge and skills from Arts Education and Technology Education, etc. Students' generic skills, including creativity, communication and problem-solving skills, are therefore further developed.

Promoting reading with multiple strategies, subject panels and committees working collaboratively to implement RaC for facilitating students to connect what they have learnt

The school actively promotes reading with a committee set up to plan and co-ordinate the work as well as formulate specific work strategies, striving to motivate students to learn through

reading.   There is cross-curricular collaboration, with a clear division of labour and an orderly holistic planning, in promoting learning through reading and cultivating students' reading interest and habit.   The school develops students' reading strategies and skills in library and language lessons, and thus effectively improves students' reading proficiency.   A variety of reading activities is also organised, including writer talks, teacher-student reading and students' sharing of reading experiences through presentations or dramas.   In addition, an interesting school-based reading award scheme is launched to enhance students' motivation and interest in reading and one of the reading themes is about saving a robot that is left stranded in the school library after the library's relocation.   These reading activities and scheme effectively create a vibrant reading atmosphere on campus.

The school librarian works closely with subject panels to promote RaC strategically through theme-based reading and cross-curricular project learning, providing opportunities for students to integrate knowledge across different subjects.   Different subject panels provide students with reading materials related to the theme on STEM education in different year levels, so that students can integrate and apply the knowledge and skills of each subject.   For example, under the learning theme on designing a burglar alarm device in Primary 5, students are assigned to read articles about scientists' successful experiences and learn the writing of biographies in Chinese Language lessons; guided to read English texts on scientific concepts such as batteries and energy in English Language lessons and to search for and read information on science knowledge about anti-theft systems in General Studies lessons.   All this helps students connect the learning of different subjects and broadens their scope of reading.

In addition, the school produces for non-language teachers the "Reading Strategy Tips", which includes different reading skills and strategies as well as some learning and teaching strategies on guiding students to read, and runs relevant professional development activities to enhance teachers' abilities in promoting reading.   The school organises parent-child reading seminars to help parents master the skills of parent-child reading and storytelling.   Meanwhile, the school also makes good use of various assessment information, such as school-based survey findings or data concerning the loans of library books, and recommends suitable reading materials to students according to their reading preferences.

In sum, the school sets a clear goal and employs a diversity of strategies to promote reading effectively, students' interest in reading is enhanced with their reading habit cultivated.

Enriching students' learning experiences in physical education and motivating them to lead an energetic and healthy lifestyle

Schools flexibly use different learning period to provide students with opportunities to exercise beyond Physical Education (PE) lessons. In accordance with their interests and abilities, students can participate in various sports activities before lessons or during recess; or they can join diverse sports clubs and school team training during lunch break or after class. UP students can also choose to take part in the activities named "Sports Society" in the "Multiple Intelligences Class" in the timetable, so that students can learn about and experience the new sports. Through the above arrangements, students' classroom learning is extended with their interests cultivated and horizons broadened. Schools make good use of external resources, including booking community sports facilities for school teams' practice and hiring coaches to provide students with professional training, to enhance students' sporting abilities and performance. PE teachers also lead UP students to jog along the waterfront promenade near the school building, and encourage them to use community facilities to exercise more in their spare time so that students' physical and mental well-being can be improved with healthy living habits developed. The school has been actively promoting rope skipping in recent years. With a comprehensive planning, the school incorporates relevant teaching content into the curriculum and organises various learning activities, such as talks and demonstrations, competitions and classes on rope skipping, in tandem. Students actively participate in these activities and have won a number of awards won in external competitions.

Sports days, swimming galas and inter-house competitions are regularly organised for students to demonstrate their abilities and develop relevant positive values and attitudes, such as perseverance and fair play. During recess, the school provides students with the opportunities to demonstrate their learning outcomes in physical education, and it is conducive to enhancing their confidence and sense of accomplishment. Moreover, various parent-child sports are promoted allowing parents take part in sports activities with their children to relax and enhance parent-child relationship, and at the same time promoting sports atmosphere in school. Parents engage actively in every school activity. On the whole, the school is able to make good use of resources to enrich students' learning experiences in sports, and help them cultivate interests, realise their potential as well as lead an energetic and healthy lifestyle.

Cultivating students' IL in different aspects with comprehensive implementation strategies

The school sets the major concern of strengthening students' IL to cultivate IL in students through comprehensive implementation strategies, including subject curriculum, talks and workshops in the whole-person development lesson in each year level, as well as parent education.

Consensus has been built among subject panels and committees; most subjects empower student learning with IT through the curriculum or assignments covering knowledge, skills and attitudes. At the JS level, students learn the skills of using search engines in library lessons; they are guided to evaluate the correlation and reliability of information as well as are taught the appropriate attitudes, rights and limitations when expressing opinions online in Life and Society lessons; and they also learn issues such as copyright, personal privacy and cybercrime in Computer lessons. At the SS level, students explore the impact of internet behaviour on adolescents' personal development and inter-personal relationship in Liberal Studies lessons. The curriculum and assignments of most of the subjects allow students to apply what they have learnt. For example, students are required to indicate in their assignments the source of the quoted information with a view to cultivating their sense of respect to intellectual property. On the whole, students develop positive attitudes towards online social networking, and students' IL are effectively nurtured, such as using information effectively and ethically, being able to identify the authenticity of information as well as understanding the concept of copyright.

Moreover, the school cultivates students' IL through talks and workshops organised in the whole-person development lessons, involving themes such as "Internet Addiction" and "Avoiding Cyber Traps".   The school also strengthens parent education by organising seminars on the appropriate use of IT to deepen parents' understanding of IL, so that parents can support their children's e-learning at home.

2.4　Learning and Teaching Effectiveness

- Schools have suspended face-to-face classes in the current school year due to the ongoing epidemic; the online or blended mode of learning and teaching has become the new normal, and both teachers and students have already become familiar with using online conference apps to conduct real-time online lessons.   Schools have gradually established routines and rules for real-time online lessons to enhance students' attentiveness, self-discipline and IL. For example, students must get all the learning materials such as textbooks, notes and stationery ready before class, keep their appearance tidy and clean with their webcams

turned on.   Students must also abide by the rules and be polite when speaking in class, and should not videotape the lessons.   According to lesson observations, students can generally abide by relevant class routines and rules.   Whether in face-to-face classes or real-time online lessons, teachers are generally able to clearly present the lesson objectives and the key learning points to students at the beginning of the lesson, use various learning and teaching materials, such as presentation slides, images and video clips, to arouse students' learning motivation, help students connect the learning content with daily life and understand relatively abstract or complicated concepts through everyday life examples. Students show interest and are generally attentive and engaged in learning.   They follow teachers' instructions to take notes of the learning points and participate in learning activities, demonstrating good learning attitudes.   Under the various lesson modes, teachers commonly adopt lecturing supplemented by questions as the major teaching strategy.   They are generally able to examine students' prior knowledge and sustain students' attentiveness through questioning.   However, teachers are unable to use a range of questions to guide students to think deeply using a 'small steps' learning approach, or they cannot rephrase questions or make use of probing based on students' responses and guide students to elaborate on or clarify their own views.   In addition, teachers' explanations are mostly give clear explanation.   They generally recognise student performance with praises and encouragement, helping build students' confidence and create an atmosphere conducive to learning.   On the whole, teachers still need to enhance their skills in deepening student learning and developing students' various thinking skills through using a range of questions, prompting and giving concrete feedback.

- With accelerated promotion of IT in education, e-learning has become a major trend.   In line with the "Bring Your Own Device" policy, quite a number of schools further leverage their strengths by using IT to enhance learning and teaching effectiveness, increase interaction in class and raise students' SDL abilities.   Teachers are generally able to flexibly use different electronic tools such as apps to help students understand abstract concepts or teach them to create with electronic drawing tools, thus cultivate students' digital creativity.   In the effective use of e-learning, teachers provide opportunities for students to use mobile computer devices for lesson activities as well as facilitate them to share with and learn from their peers with their learning outcomes through collaboration uploaded onto the e-learning platforms.   Students are generally familiar with using the functions of apps and e-learning platforms to participate in real- time online lessons and the learning activities involved.   They demonstrate a good ability to use IT for learning to enrich class discussions and record key learning points through making effective use of mobile computer devices to search for information instantly.

- With the aim of helping students continue to learn beyond lessons as well as foster their self-learning habits and SDL abilities, quite a number of schools develop e-learning

platforms and upload learning materials for students to carry out pre-lesson preparation, extended learning after class and independent learning; and encourage students to discuss and share on the topics through the e-learning platforms. In lessons with higher learning and teaching effectiveness, teachers design a variety of pre-lesson preparation tasks for students, including watching video clips, reading or collecting information and coming up with questions; then identify students' difficulties in learning through their performance in pre-lesson preparation and, accordingly, adjust the teaching strategies and pace of the lesson in a timely manner. Teachers also invite students to share their outcomes of pre-lesson preparation and provoke students' thinking through teacher-student and student-student discussion, so that the pre-lesson preparation and the learning content of the lessons can be connected strategically to enhance students' learning effectiveness. In lessons with lower learning and teaching effectiveness, teachers are unable to make good use of the outcomes of students' pre-lesson preparation, hold low expectations towards students or hurriedly end the lessons, calling for improvement in their lesson planning.

- Concluding from the observations of both face-to-face classes and real-time online lessons, there is not much interaction among students. The lack of such interaction in face-to-face classes is due to the social distancing measures and shortened lesson time under the epidemic; while in real-time online lessons, teachers mainly explain the content of presentation slides, leading to relatively less student-student interaction. In face-to-face classes with higher learning effectiveness, learning activities are arranged in an orderly manner to help students construct knowledge step by step; and through the co-operation with peers to complete learning tasks, students develop their generic skills such as communication skills, problem solving skills and critical thinking skills. Teachers also often provide students with opportunities to demonstrate their learning outcomes and give timely, positive and concrete feedback to help students reflect on and consolidate their learning. In real-time online lessons, some teachers can effectively use the functions of online conference apps, such as chat rooms and online polls, to enhance students' participation in class and facilitate interaction between teachers and students. In real-time online lessons, teachers often adopt e-assessments to examine how well students can grasp the learning content, with the purpose of understanding their learning progress as well as offering timely explanation and follow up. In less effective face-to-face classes and real-time online lessons, group learning activities are arranged but their design is not aligned with the learning objectives, or the group activities cannot enable students to brainstorm, develop different thinking skills and generic skills due to the lack of collaboration elements; and hence the design of activities still needs to be refined.

- To cater for learner diversity, teachers monitor students' learning progress in face-to-face classes mainly through observation and they provide individual support to students in need. In the more effective lessons, teachers design tiered worksheets according to students'

abilities and needs, and provide hints or choices for answering questions for the less able students to help them complete their learning tasks progressively, or assign challenging tasks for the more able students to maximise their potential. Diverse learning activities are also organised for students with different abilities to engage in learning. During the suspension of face-to-face classes, schools usually upload learning materials such as presentation slides, video clips of real-time online lessons and extended reading materials onto the e-learning platforms to cater for learner diversity. Students are able to consolidate or extend their learning according to their own needs and pace. In real-time online lessons, some teachers encourage passive students to demonstrate their learning outcomes through different approaches, such as allowing students to use hand signs or word cards to show their selected answers when the camera is turned on, or enabling them to express opinions by inputting text, effectively enhancing students' participation in lessons as well as allowing teachers to understand their learning progress and provide timely support.

- During the suspension of face-to-face classes, schools can sustain student learning at home achieving the goal of "Suspending Classes without Suspending Learning". Schools also attach importance to students' health conditions, such as adding recesses during real-time online lessons, encouraging them to do exercise in lessons to improve spinal health and eye health, or incorporating meal plan design and issues related to healthy life into the learning content. However, there are schools still unable to make proper learning and teaching arrangements for some subjects. For example, real-time online lessons in the form of lecturing are delivered to all students in the same year level, without properly catering for and following up on students' learning progress and different needs; and students are inappropriately arranged to take visual arts, physical education or music lessons only intermittently, or such lessons are even omitted in the timetable. Schools should refer to the EDB's "Dedicated Webpage on Using e-Learning Modes to Support Students' Home Learning" and explore different strategies for promoting e-learning, catering for students' emotional, physical and mental well-being as well as continuously improving the arrangements of real-time online lessons, with the aim of providing students with a comprehensive learning experiences.

Exemplars

Adopting diversified learning and teaching strategies to successfully enhance the effectiveness of online learning and teaching activities

The school has been promoting e-learning for two consecutive development cycles and teachers have already acquired certain knowledge of utilising e-learning resources. In the face of the

suspension of face-to-face classes due to the epidemic, the school builds on its practical experiences of e-learning and quickly implements real-time online teaching for the core subjects at Primary 6 with gradual extension to all year levels and subjects throughout the school.

Teachers manage to adopt different learning and teaching strategies to enhance the effectiveness of real-time online lessons. They fully utilise the functions of online conference apps to enhance students' participation in lessons, such as allowing students to leave messages, take part in survey and respond at the same time by using hand signs or word cards to show their selected answers in front of camera. Teachers also use the built-in functions of apps to arrange group activities for students and provide guidance during discussions, effectively promoting teacher-student and student-student interaction. Moreover, teachers adopt appropriate apps or software for the learning activities, such as allowing students to share their learning outcomes through granting permissions of online conference apps or using other apps, facilitating teachers to assess student performance and provide instant feedback. In addition, the pre-lesson preparation tasks arranged are connected with the learning objectives of lessons, so that students can gain a preliminary understanding of the learning content by reading passages and collecting information before lessons, and students' pre-lesson preparations are used for the subsequent learning activities of lessons to facilitate student learning.

Teachers planning lesson thoughtfully and using learning materials and questioning appropriately to enhance student participation in class

To work in line with the major concern, the school designs the "Self-learning Blueprint" and "Reading Blueprint" as well as sets development goals for self-learning and reading for different learning stages taking into account students' learning performance in different subjects. To improve student performance in learning, subject panels set fostering students' habit of conducting pre-lesson preparation as the strategy, and develop students' higher-order thinking skills as well as encourages them to participate in external competitions. A certain degree of achievement has been made, as reflected by teachers' being able to make good use of resources to design different pre-lesson preparation activities and students' having developed such habit in general. Subject panels also make an effort to incorporate SDL elements into students' assignments, such as encouraging students to apply different generic skills like collaboration skills, critical thinking skills and creativity or asking students to set theme and coverage for their own learning, and developing students' reflective ability through peer assessment.

The lessons are well structured with clear learning objectives and appropriate teaching strategies; and the learning content is connected with students' daily life experiences to facilitate their understanding. Teachers make good use of interesting learning materials to foster students'

interest in learning, and the overall learning atmosphere is pleasant. For example, some teachers are capable of turning difficult content into topics on daily life reflections to facilitate students' understanding. Before the lessons end, most teachers guide students to summarise the key learning points through questioning and deepen students' understanding of the learning content. Teachers ask a range of questions effectively to promote teacher-student interaction in class, and generally invite students of different abilities to answer. A range of questions is asked with some challenging tasks provided to stretch the more able students. Teachers actively encourage students to attempt with sufficient wait time given, and motivate students to express their opinions or help them construct knowledge with prompts and probing questions according to their abilities and responses, thereby enhancing students' higher-order thinking skills. Most teachers understand students' learning abilities well. In lessons with higher effectiveness in catering for learner diversity, teachers are able to design and successfully use worksheets or conduct learning activities to deepen student learning progressively. Some teachers adjust the teaching pace according to the students' abilities, and give more detailed responses to the less able students.

Employing diversified modes of assessment and making good use of IT to conduct assessment for learning

The school flexibly adopts different assessment methods, such as assignments, e-assessment and real-time online lesson observations, to monitor students' learning progress as well as provide timely and concrete feedback to improve their learning. Subject panels design diversified modes of assessment for different topics, such as creating short films, audio and video recording. Students submit their assignments mainly through the e-learning platforms; teachers mark the assignments electronically or adopt e-assessment in class to understand students' learning performance and provide instant feedback. At the same time, teachers interact with students through online conference apps on the day after students have submitted their assignments, or provide opportunities for students to conduct self-assessment and peer assessment on their learning outcomes with an aim of encouraging them to reflect on and consolidate their learning. Moreover, teachers make use of e-assessment to keep track of students' learning effectiveness for improving learning and teaching. The school concludes and reflects on the experience of suspension of face-to-face classes this year and, for ongoing improvement of learning and teaching effectiveness, teachers share their experience in using various types of e-assessment in professional sharing activities.

Devising experiential activities that connect with classroom learning as well as integrate with STEM education and service learning to extend and enrich student learning

The school strives to devise experiential activities connected with classroom learning for students to enhance their interest in learning, extend the classroom learning and enrich their learning experiences.   A project learning activity for STEM education integrated with service learning is designed for Primary 3 General Studies in Primary 3, in which students design and make insulation bag through field trips, interviews and exploration.   The activity connects with the knowledge acquired in lessons, enables students to know more about housing in Hong Kong and different living environments through community visits, and thus extends the classroom learning. Service learning is arranged after the community field trips for students to visit the elderly in groups, during which they gather the elderly's comments and feelings towards the living environment through interviews and collect their views on insulation bags at the same time. Through this, students' empathy, respect for others, as well as their generic skills such as collaboration skills and communication skills are fostered.   Back to school, students start producing the insulation bag based on the views collected and the knowledge learnt in lessons. Through testing different materials, sketching and improving designs, etc., students apply knowledge from classroom learning to the inquiry process, deepening their learning as well as fostering their problem-solving skills and creativity.

In addition, the school boosts students' interest in KLAs such as Physical Education and Arts Education through incorporating featured learning content to the curriculum for sports and arts, allowing students of all year levels to experience sport and arts activities that they rarely participate in, such as harmonica playing and roller skating.   The school also arranges relevant co-curricular activities in line with the curriculum, allowing interested or better performing students to participate in these activities, so that they can extend classroom learning and maximise their potential.

2.5   Implementation of Schools' Major Concerns

2.5.1   Values Education

- Schools generally place great emphasis on values education by setting it as major concern or priority task and promote it through different KLAs and subjects, the moral education curriculum as well as LWL activities.   Such efforts are recognised.   In view of the development of the epidemic and changes in the social environment, cultivation of positive

values (including life education and moral education, civic and national education) remains a priority task for schools.

- Regarding the co-ordination of values education, not many schools are able to have proper holistic planning; subject panels and committees mostly integrate the learning elements of values education into their own learning activities and there is a lack of close communication among them. On the whole, schools should strengthen their leadership and co-ordination of subject panels and committees to ensure cross-curricular collaboration in formulating development plans for values education. Schools with more comprehensive planning can systematically set development goals according to students' developmental needs as well as clearly define roles and division of labor for subject panels and committees to enhance collaboration among them. They can also adopt a variety of strategies, with the integration of cognition, affection and action, to provide students with rich learning experiences inside and outside classroom as well as motivate students to put what they have learnt into practice, successfully improving the overall effectiveness of the implementation of values education.

- In implementing values education, apart from subject learning in various KLAs, schools commonly incorporate the learning elements of values education through religious studies, life education or moral and civic education lessons and class teacher periods, etc. Teachers are generally able to connect classroom learning with values education, such as helping students make correct value judgements through the examples of daily life events and issues. They organise appropriate learning and teaching activities with values education integrated for students to reflect on and share their ways of getting along with their families, as well as people of different ethnicities and backgrounds through the collection of information and presentation, for the purpose of deepening the cultivation of students' values and attitudes such as respect for others, care for others and acceptance. For schools with unsatisfactory performance, there is a lack of cross-curricular collaboration and subject panels and committees carry out work of similar nature on their own, resulting in duplication of work; or the learning activities are not systematically tailored to suit students' developmental needs at different year levels, affecting the effectiveness of the implementation of values education. During the suspension of face-to-face classes, schools usually adopt a flexible approach in promoting values education. For example, online moral and civic education lessons or class teacher periods are arranged to brief students about the social responsibilities of different stakeholders amid the epidemic and to help students develop a spirit of responsibility. Schools make videos as well, with content such as a talk among professionals from different sectors, and incorporate positive values into them, teaching students to be perseverant in the face of the epidemic. They also set up

school-based award schemes to motivate students to live by positive values and attitudes at home, such as adhering to a regular daily routine, completing assignments responsibly and helping with housework, with the aim of helping students develop self-discipline continuously.

- Schools generally promote national education, including education on the Constitution, the Basic Law and the national anthem as well as the preparation for national security education, but with subject panels and committees working on their own in the absence of holistic planning, the overall co-ordination and planning at the school level is yet to be fully demonstrated. Schools should strengthen the collaboration among subject panels and committees, improve the holistic planning of values education, and systematically connect the learning inside and outside classroom, with a view to enhancing students' understanding of our country's current situation as well as cultivating in them a sense of belonging towards our country. During classroom learning, primary schools promote national education mainly through General Studies, in which students get to know "One Country, Two Systems" as well as the history and the importance of the Basic Law at the lower primary level and deepen their understanding through learning the relationship between the Central Government of the People's Republic of China and the Government of the Hong Kong Special Administrative Region (HKSAR), as well as the importance of observing law and order at the UP level. In secondary schools, Constitution and Basic Law education is mainly implemented through the Personal, Social and Humanities Education (PSHE) KLA, Liberal Studies, and the school curriculum. In addition to subject learning in KLAs, some schools review the learning content of national education in the school curriculum, and strive to strengthen students' understanding of our country's current situation, cultivate their sense of national identity and affection for our nation through class teacher periods as well as moral and civic education lessons. However, there are still schools with unsatisfactory planning, with the learning elements of Basic Law education not fully covered in the relevant subjects, making it unfavourable for students to get a correct understanding of the historical background of the Basic Law and its relationship with daily life from different perspectives.

- In response to the implementation of the "The Law of the People's Republic of China on Safeguarding National Security in the Hong Kong Special Administrative Region" ("Hong Kong National Security Law"), schools focus on reviewing their current situation in the current school year and implement feasible measures, which include helping school personnel and students to know more about the Hong Kong National Security Law and reminding them to abide by it, setting up relevant working groups or appointing designated personnel, and plan the work for the next school year. As observed in inspections, schools, in general, have started relevant work, and set up designated committees to co-ordinate

various measures, such as strengthening the training for school staff by organising on-campus seminars, revising relevant work guidelines and reviewing the learning and teaching resources of each subject.

- Outside classroom, schools actively organise different LWL activities to cultivate students' sense of belonging towards our country and affection for our nation in forms of academic weeks, theme days, competitions, talks, etc. For example, there are schools organising a series of learning activities during the academic week, including booth games on the Basic Law, visits to "Tai Kwun" and inviting alumni who are working in the Correctional Services Department to share with students, so that students can gain a better understanding of the rule of law concept as well as become responsible and law-abiding citizens. There are also schools enhancing students' understanding and interest in the Chinese culture through experiential learning, such as lion dance, Cantonese opera workshops, Chinese costume days and tea gatherings.

- Under the impact of the epidemic, Mainland exchange programmes are suspended in this school year, and quite a number of schools organise online activities for the ongoing promotion of national education, for example, by making use of virtual reality to design and set up the school-based online platform "Virtual Chinese Heritage Museum" in collaboration with community organisations, and to provide interactive images of, as well as audio guides on cultural relics for students to travel through time and space via virtual visits, enhancing the fun of learning Chinese history and culture. There are also schools encouraging students to construct VR Chinese History study tours by reenacting the scenes of important history such as the September 18 Incident, helping students experience the significance of the War of Resistance Against Japanese Aggression in the modern Chinese history. In addition, schools arrange school-based online activities for the "Constitution Day" or participate in the "National Constitution Day Online Competition" and the "National Security Education Day" organised by the EDB to enhance students' understanding of the Constitution and national security, as well as to help them know more about the rule of law, our country's current situation and the importance of safeguarding national security. Schools also conduct the national flag-raising ceremony more frequently and arrange for students to lead the singing of the national anthem; as well as livestream the national flag-raising ceremony conducted in schools or on the HKSAR Establishment Day, so that national education is promoted continuously even if face-to-face classes cannot be conducted or cross-boundary students are not able to return to school yet.

- In view of the recommendations put forward in the *Task Force on Review of School Curriculum Final Report* and the social impact brought by the epidemic, quite a number of schools strengthen the promotion of life education, mainly making use of themes like positive thinking, overcoming adversity and respect for life, to teach students to face

difficulties and challenges in life with positive attitudes. Through thematic sharing in assemblies or talks about daily life events and issues, schools lead students to reflect and foster in them the positive values and attitudes of treasuring what we have and caring for others. Schools also incorporate the elements of life education in subject learning to enhance students' physical and mental well-being. For example, Zentangle is brought into Visual Arts lessons for lower primary students to experience pleasure and relaxation through painting, as well as to develop positive thinking; inspirational stories of elite athletes are shared in Physical Education lessons to help students stay positive and optimistic; students are taught to write thank you letters to healthcare workers in English Language lessons to express gratitude for their selfless efforts amid the epidemic, fostering in students the positive values and attitudes of being grateful and treasuring what we have. With a view to providing more diversified learning experiences, schools plan and organise various experiential activities and service learning, such as farming and visiting the elderly living alone, so that students can develop positive values and attitudes like perseverance, treasuring what we have and respect for life through their practices.

- Schools assess student performance in relevant learning and teaching activities mainly through their assignments and reflections, but only a minority of them are able to evaluate their work effectively. Schools with better performance can collect opinions from different stakeholders, including the qualitative and quantitative data and information from teacher observations, school-based questionnaires, SHS and APASO, through various channels to conduct comprehensive evaluation on the work effectiveness of values education and understand students' needs through the evaluation results with the aim of improving the work plans of the coming year. When carrying out evaluation, most schools mainly report on the progress and the degree of completion of the tasks, or only focus on the perceptions of participants and teachers, without comprehensively analysing different data and information; or they are not able to evaluate the effectiveness in line with the goals, not understanding the impact of relevant tasks on student learning and development.

- On the whole, most schools are keen on promoting values education, and adopt diversified strategies to nurture students' morality and affection, and strengthen their sense of responsibility towards our country and nation. However, schools should strengthen the collaboration among subject panels and committees, improve the holistic planning of values education, and review the learning elements of values education such as subject learning content and LWL activities, with a view to closely connecting classroom learning, learning environment and practical experiences, so that students could develop positive values and attitudes more effectively through the integration of cognition, affection and action. As for evaluation, schools should evaluate the work effectiveness in line with the goals and enhance the efficiency of using evaluation to inform planning.

Exemplars

Planning properly and employing diversified modes of implementation to promote values education

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The school identifies students' needs from self-evaluation findings and arranges for all teachers to set the annual targets on student development together at meetings, facilitating teachers to plan the annual work on values education under the concept of "One Heart, One Goal, One Criterion and One Action" and thereby ensuring values education is effectively implemented through the collaboration of subject panels and committees. The moral education co-ordinators, class teacher co-ordinators and the co-ordinators for different year levels hold regular meetings with class teachers to discuss support measures, such as adapting the content of personal growth lessons in response to the developmental needs of UP students in the middle of the school term, helping them cope with the various changes at puberty with positive attitudes.

The school uses the "school-based attributes" as the main focus in the promotion of values education, and incorporates the learning elements conducive to nurturing attributes in students into the curriculum of each subject, systematically helping students develop positive values and attitudes. Various positive values and attitudes are incorporated in the sharing in weekly assemblies and personal growth lessons, for example, getting students to watch movies of selected themes and participate in challenging activities, thereby learning to tackle challenges with positive attitudes and overcome difficulties with courage. A number of appropriate award schemes are designed to motivate students to put the "school-based attributes" into practice. In addition, the school makes effective use of its environment and facilities to promote education for sustainable development, for example, setting up various student organisations such as butterfly ambassadors and gardening pioneers, carrying out eco-tours and farming activities on campus, as well as organising planting competitions, booth games about environmental protection and composting activities, to enable students to understand through experiential learning the importance of wildlife and sustainable development, enhancing students' awareness of environmental protection.

During the suspension of face-to-face classes, the school takes into account the wider exposure to online information for students and therefore enhances students' law-abiding awareness as well as IL through incorporating talks on cybercrime and cyber risks in personal growth lessons. The school also implements the programme of "My Pledge to Act" to motivate students to develop positive attitudes towards life and encourages them to take the initiative to care for their families, with the aim of cultivating positive values and attitudes such as self-discipline and care for others in students. The school makes good use of online platforms to conduct whole-school activities such as weekly assemblies and flag-raising ceremonies through live streaming, continuously

fostering students' national identity. According to students' reflections, they are able to cope with adversity with positive attitudes and are grateful to the school and parents, illustrating the effectiveness of the implementation of values education.

Placing equal emphasis on cognition, affection and action, fostering in students good moral character through service learning

A conducive learning atmosphere for values education is created. The school carries out numerous class management activities and award schemes on a class basis to promote unity within classes, and organises different activities, such as induction programmes, talks on inclusiveness and workshops, to help build a relationship of mutual trust and love between teachers and students as well as among students, and thus effectively creates a caring and harmonious atmosphere on campus. The school also integrates values education into the daily subject learning and, through the multi-themed whole-person development lessons which cover relevant domains, such as moral and civic education, national education and health education, nurtures in students' positive values and attitudes at the individual, social and national levels. The school properly designs notebooks for students to record their learning and ideas in different forms after lessons helping students make appropriate value judgment through reflections.

The school is committed to providing students with diversified LWL experiences. It conscientiously provides students with opportunities to put what they have learnt into practice through service learning, encouraging students to serve others and contribute to the society. The school promotes values education with the integration of cognition, affection and action. For example, teachers impart on students the idea of "an imperfect life" in the whole-person development lessons before paying visit to children, helping students understand the difficulties brought by physical disabilities, fostering in them the virtue of care and respect for others, as well as guiding them to reflect and adopt a lifestyle of being grateful and cherishing what one has. In addition to the service learning on campus and in the local community, the school also provided abundant opportunities for students to serve others in the Mainland and overseas before the epidemic, leading students to care for the disadvantaged, develop empathy and promote and live by the school's motto of "Truth, Goodness and Beauty".

In the face of the epidemic, the school still keeps faith and provides different ways for students to express their care to the community. For example, mobile communication apps are used by students to play on e-sports and share ideas with the elderly. Also, video clips and gifts are prepared for students to show concern to mobility impaired children and elderly, fostering in them gratitude, the readiness to help and support others, kindness as well as positive attitudes to

tackle the challenges brought by the epidemic.

2.5.2　Self-directed Learning

- Schools attach importance to developing students' SDL abilities and promote SDL through incorporating relevant elements in various subjects, or connecting it with other development tasks such as reading, e-learning and project learning. Cultivation of students' self-learning habits and abilities is commonly adopted by schools as the focus for development. Students are generally able to apply various self-learning skills under teachers' guidance, but they seldom take the initiative to raise questions or make use of self-learning resources related to the subject content, so their self-initiative needs to be further fostered. Schools with better performance set up designated committees to co-ordinate different subjects to implement SDL and relevant work; or adopt SDL as the focus of lesson observation and encourage teachers to continuously review and improve the strategies for promoting SDL through school-based professional development programmes, such as collaborative lesson planning, peer lesson observations and professional support for the purpose of enhancing their professional capacity. However, there are still schools unable to build consensus among subject panels and committees, with subject panels holding different understanding of SDL; and the implementation varies across them. There are also schools which only take into account the frequency of using mobile apps in teaching without setting appropriate learning tasks to enhance students' self-learning abilities.

- Schools adopt various strategies to promote SDL, and, similar to the situation of the last school year, pre-lesson preparation and note-taking are the more commonly adopted strategies, such as getting students to watch video clips, read or collect information as well as come up with questions. During the suspension of face-to-face classes, schools strive to make use of e-learning, such as uploading reading materials or teaching videos to e-learning platforms, to let students prepare for lessons beforehand. They also get students to demonstrate learning outcomes and share what they have learnt on e-learning platforms, creating an atmosphere for self-learning and learning community. Students are generally able to complete the pre-lesson preparation tasks under teachers' instruction. Teachers with better performance can identify students' difficulties in learning as well as adjust the lesson objectives and teaching strategies based on student performance in pre-lesson preparation. They also get students to share the outcomes of their pre-lesson preparation; and stimulate students to think and systematically connect pre-lesson preparation with the learning content in lessons through teacher-student and student-student discussions,

deepening student learning. They are also able to design pre-lesson preparation tasks with different levels of difficulty according to students' abilities, effectively catering for learner diversity. For example, the more able students are asked to make video clips to elaborate their understanding of the topics with videos uploaded to e-learning platforms while other students complete pre-lesson preparation worksheets by watching teaching videos.

- Besides pre-lesson preparation, quite a number of schools focus on developing students' skills in note-taking and teach students to adopt thinking tools, such as concept maps, tabulating and flow charts, to organise what is learnt in lessons, for cultivating students' learning abilities. Students are generally able to jot down the key learning points by following teachers' instructions and demonstrate good learning attitudes. Schools with better planning manage to devise a clear self-learning competency framework and set appropriate learning expectations for students at different learning stages. For example, there are primary schools teaching JP students basic learning skills such as circling the key learning points while fostering in SP students the habit and capability of using various thinking tools on their own initiative. Students can take notes according to their personal learning needs, employ thinking tools such as concept maps to organise and summarise their learning, as well as use personal notebooks to take part in extended learning activities.

- Schools help students develop the abilities to reflect on learning through different activities. For example, questions related to the topics are designed to facilitate students to review their learning progress and reflect on how well they can grasp the learning content; self-evaluation and peer assessment are also arranged to facilitate students to reflect on their own learning performance. Schools with better performance are capable of helping students set personal learning goals, allowing them to choose their own topics and content as well as conduct self-learning activities. For example, there are primary schools setting a topic on introducing traditional Chinese festivals, in which students collect information from the library or on the Internet, perform different tasks, such as oral presentations and writing of publicity leaflets, after analysing and organising the information, and reflect on as well as consolidate their learning during the process. However, teachers' guidance is often not in-depth enough to help students reflect on their learning based on their performance. Schools still need to improve the design of reflection activities to enhance students' abilities of monitoring and adjusting their own learning. Although students are generally able to apply basic self-learning skills such as note-taking and pre-lesson preparation under teachers' guidance, many of them are not able to set learning goals or make constant adjustment to their learning plans and strategies through continuous reflections. Students' initiative and sense of agency need to be enhanced.

- Schools are able to accelerate the promotion of SDL and e-learning to help students learn continuously beyond the classroom during the suspension of face-to-face classes. Quite a

number of schools promote SDL through the development of e-learning, and students can learn by themselves or revise what has been learnt through the learning and teaching resources uploaded to e-learning platforms, such as teaching videos, reading materials and assignments for assessment. Schools with better performance can make good use of e-learning to enhance learning and teaching effectiveness. For example, students demonstrate their learning outcomes on e-learning platforms by sharing what they have learnt and, with the feedback provided from teachers and peers, improve their learning through the assessments involving different parties; or students are provided with timely feedback through the e-assessments conducted by teachers or reflection questions and tiered learning materials for self-evaluation of their learning progress. However, the work effectiveness of SDL will be affected if there is inadequate co-ordination among subject panels and committees or if teachers' understanding of SDL varies.

- Schools generally understand that reading proficiency and habit can help foster students' self-learning abilities. For example, students learn various reading strategies and skills in library lessons or language lessons, and are provided with a variety of reading materials so that they can master the reading strategies progressively and develop self-learning abilities. In this school year, various school activities for promoting reading have been affected to varying degrees by the epidemic, but schools are generally able to use the funding flexibly. For example, they develop e-learning platforms for online reading schemes, organise reading activities such as book sharing among teachers and students, as well as purchase different types of e-books according to students' needs, allowing students to extend their learning through reading and thus build a solid foundation of SDL.

- Schools have gained some experiences in developing students' self-learning abilities. Students are generally capable of using basic self-learning skills, such as note-taking and pre-lesson preparation, under teachers' guidance and have gradually developed the habit of pre-lesson preparation. Building on this foundation, schools can continue to improve the design of classroom learning activities, strengthen the connection between learning activities inside and outside classroom, and guide students to review and reflect on their learning as well as make improvement through self-evaluation, peer assessment and timely feedback from teachers, enhancing students' metacognitive abilities of self-monitoring and self-regulation on learning and thereby fostering students' initiative as well as their sense of responsibility for learning and agency.

Exemplars

Planning comprehensively to promote SDL and making good use of multiple strategies to develop students' SDL abilities

The school reviews its past experience in developing SDL in detail and, for the current development cycle, sets enhancing students' learning motivation as the direction for the development of SDL and the major concern.   The school starts planning at the classroom level, with each subject panel formulating appropriate implementation strategies in alignment with the school's goals, and designing lesson activities to engage students in learning as well as to enhance their learning interest.   Students actively participate in classroom learning in most of the lessons.

Besides classroom learning, the school helps students develop SDL abilities through inquiry-based learning tasks.   Some subject panels design learning tasks based on real contexts and authentic settings for students to integrate and make use of the knowledge and skills they have learnt to solve everyday problems.   For example, Secondary 2 students are required to put forward suggestions on a revitalisation project in Central after conducting studies, while Secondary 3 students need to design a mobile app based on personal experiences and the collected information and solve the problem of venue booking encountered by teachers and students in school.   During the process, students are guided to decide on the issue for investigation, organise the collected information and conduct presentations.   Students are able to grasp the learning content, work collaboratively with group members and demonstrate their learning outcomes in an orderly manner.   Peer assessment is included in some of the learning tasks so that students can share their opinions and give feedback on their peers' proposals, thereby fostering sharing among students and their engagement in learning.

During the suspension of face-to-face classes, teachers of various subjects regularly upload reading and learning materials to e-learning platforms for students to learn by themselves for the purpose of supporting their ongoing learning at home and develop their self-learning habits. To assess students' learning performance during the suspension of face-to-face classes, the school adjusts the mode of examination and adopts the "remote open-book assessment" and encourages students to organise their study notes before the examination.   Students with better performance are able to effectively organise and reflect on their learning, demonstrating their metacognitive abilities and higher-order thinking skills.   The above practices help students organise and reflect on their learning as well as foster in them the SDL abilities.

Improving the school curriculum to strengthen SDL elements; developing students' SDL abilities through multiple strategies

In the current development cycle, the school strives to develop students' SDL skills and habits, encourage students to raise questions on their own initiative and share their learning with peers during the learning process. Students are guided to set their topics for each subject and apply their prior knowledge to the learning tasks. Teachers carry out professional sharing during collaborative lesson planning, subject panel meetings, etc., and continuously review student performance in relevant learning tasks with the aim of improving the learning and teaching strategies. For example, the General Studies pre-lesson preparation tasks of are refined, which do not only require students to look up the meaning of key words, but also get them to raise questions about the learning content and find answers for those questions in lessons with a view to deepening their classroom learning. Students are able to raise meaningful questions and apply what is learnt.

The school organises professional development programmes to enhance teachers' use of e-learning to promote SDL abilities among students. During the suspension of face-to-face classes, various subject panels support student learning at home through uploading reading materials and teaching videos to e-learning platforms, so that students can learn and revise according to their needs, thereby effectively cultivating students' self-learning habits and abilities. Teachers of various subjects also get students to exchange their views on the learning themes on e-learning platforms. Students enthusiastically share their opinions as well as learning outcomes and improve their learning according to the feedback given by teachers and their peers. Some students take the initiative to ask questions, which shows their proactive attitudes towards learning.

To go in line with the extensive use of e-learning tools for students to conduct self-learning, the school strives to nurture students to use information and IT effectively and ethically by incorporating IL into computer lessons.

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

- Schools can generally plan and implement the relevant works in alignment with the goals of STEM education, including strengthening students' abilities to integrate and apply the knowledge and skills acquired from relevant subjects as well as developing students' creativity, collaboration and problem-solving skills. Most schools set up designated committees to co-ordinate the work of STEM education; and secondary schools often create

the post of STEM co-ordinator in tandem for co-ordinating the curriculum planning of relevant subjects and LWL activities, organising teachers' professional development programmes, etc. As for the modes of implementation, in secondary schools, the learning activities are mainly organised by the subject panels related to STEM education or through cross-curricular project learning at the JS level; while in primary schools, the subject panel of General Studies usually takes the lead on the work and collaborate with other subject panels like Mathematics and Computer. In general, schools promote STEM education through effective deployment of resources, such as purchasing relevant facilities, inviting alumni to share their experiences in relevant professions, and sponsoring students to participate in local or international competitions, with the aim of providing students with relevant learning opportunities. Schools mostly arrange for teachers to participate in professional development programmes related to STEM education, those with better planning provide appropriate support to teachers and arrange for teachers to participate in seminars or internal workshops. However, some of the schools that are less developed in this area have not yet been able to set clear goals for school-based STEM education, with their teachers not fully understanding the concepts of STEM education and their professional capacity needing to be enhanced.

- Schools promote STEM education through cross-KLA collaboration. Relevant KLAs or subject panels have regular meetings or collaborative lesson planning to organise and design activities such as project learning and inquiry-based learning. For example, appropriate topics are selected to go with the design of hands-on and minds-on learning activities and the learning content and teaching sequence are co-ordinated across subjects, so that students can learn from the inquiry and production process, as well as apply relevant knowledge and skills to daily life situations. Schools with better planning can formulate a school-based skills development framework and design learning activities according to students' abilities and prior knowledge, or connect the content of scientific inquiry with SDL, reading and language learning. These schools also incorporate the elements of values education, for example, getting students to design convenience products to help people deal with everyday problems, thereby fostering students' positive values and attitudes such as care for others and empathy. A few schools aim to popularise STEM education by setting STEM for All as their goal, and design relevant learning activities at all year levels to provide opportunities for students with different abilities and interests to integrate and apply knowledge and skills acquired from various subjects, as well as turn their ideas into real products.

- Schools usually organise LWL activities related to STEM education, such as STEM Education Week or scientific inquiry competitions, to enrich students' learning experiences. Quite a number of schools nominate the more able students or interested students to participate in external competitions related to STEM education, or provide them with

enhancement programmes, such as training in coding or robot assembly, to maximise their potential.   Under the impact brought by the epidemic, there are schools providing students with self-learning resources or material packages, and conducting relevant learning activities in real-time online lessons to enrich students' learning experiences in STEM education during the suspension of face-to-face classes.

- Similar to the situation in previous years, schools' methodology is generally monotonous when assessing student performance, such as evaluating the product design or degree of completion, but not comprehensively reviewing student performance in integrating and applying their knowledge, skills and attitudes across different subjects during the process. Only some of the schools with better performance can understand students' learning process and outcomes through various modes of assessment such as reports, presentations and lesson observations.   They can also devise clear assessment forms to enable students to review their learning performance and develop their reflective abilities.   Besides, schools, in general, seldom evaluate the overall work effectiveness in addressing the goals of STEM education and comprehensively review students' specific learning performance as part of the evaluation.   On the whole, schools should focus on the goals of school-based STEM education, understand students' learning performance in the aspects of knowledge, skills and attitudes, as well as use different assessment information to holistically review the effectiveness of STEM education.

Exemplars

Subjects panels co-operating well; learning activities providing opportunities for students to inquire according to their interests
"Promoting STEM education" is one of the school's major concerns; and in General Studies, students are provided with ample hands-on and minds-on learning opportunities to develop their problem-solving skills.   General Studies works in close collaboration with Mathematics and computer panels to organise cross-curricular project learning in class and STEM education activities on the LWL Day.   Relevant subject panels co-ordinate their teaching pace and schedule flexibly while planning cross-curricular project learning.   For example, in making the smart baby bottle with intelligent temperature measurement, students design and make the device in General Studies lessons, and then apply coding and conduct testing of the device in computer lessons, thereby helping students integrate and apply knowledge to the relevant learning sessions of each subject.
During the LWL Week, Primary 5 and Primary 6 students are assigned creative learning tasks in

which they have to first learn the different sensor components, and then design and make smart devices on their own under teachers' guidance. Students' abilities to think, test, evaluate and make improvement of technology products are developed through such hands-on and minds-on activities. Moreover, the school organises the co-curricular activity named "The Extraordinary Student Makers" to open up opportunities for students to engage with STEM education through various LWL learning activities. Students with better performance in STEM education are arranged to participate in external competitions or intensive programmes to stretch their potential.

Systematically promoting STEM education at the JS level, and effectively using cross-curricular collaborative lesson planning and peer lesson observations to jointly review and develop learning and teaching strategies

The school sets up a designated committee to co-ordinate multi-themed cross-curricular project learning activities, and systematically incorporates the three learning themes of STEM education, including holographic projection, praxinoscope and revolving lantern, into the JS curriculum, so that students can integrate and apply knowledge and skills across different subjects. During the process of designing and making revolving lanterns, students have to integrate and apply the concepts of energy conversion and thermal convection in Science, knowledge of geometry in Mathematics, pixel art creation in Visual Arts, as well as the skills of using graphic drawing tools in Design and Technology curriculum at the JS level. This helps students connect the learning content of different subjects and apply what they have learnt through making products in hands-on activities. There is close communication within the school-based designated committee; and, through cross-curricular collaborative lesson planning and peer lesson observations, teachers can understand the implementation of related work in other subjects and make timely refinement to the content of the activities. After the completion of the project learning, teachers review the effectiveness and devise suggestions for improvement together, providing feedback for the planning of the coming year, effectively optimising the development of STEM education.

2.5.4 Catering for Learner Diversity

- Schools place great emphasis on catering for learner diversity and are generally able to provide students with appropriate support for their learning and development through formulating school-based policies as well as flexibly deploying various resources. Schools adopt a variety of support strategies to help cater for students' different learning needs; for example, teachers are arranged to conduct collaborative teaching and adapt the curriculum;

or teaching assistants are deployed to attend classes to support student learning; and various post-lesson learning support, counseling and professional support services are also provided to students. With the inter-disciplinary collaboration among teachers, social workers and professional therapists, schools are generally capable of effectively catering for the developmental needs of different students by arranging emotional, communication and social support groups for students in need. During the suspension of face-to-face classes, quite a number of schools change the way of providing support services to the students in need through the use of online conference apps, at the same time strengthening communication with parents and providing them with financial or IT support to help students continue learning at home.

- Schools are generally able to adapt the school curriculum according to students' abilities and learning needs, such as providing more able students with enriched learning content or challenging learning materials to foster students' thinking and problem-solving skills. They adjust the depth of learning content and the pace of learning for less able students, or focus on the teaching of core learning content first to consolidate students' basic knowledge as well as build their confidence and sense of accomplishment in learning, thus boosting students' motivation in learning. However, there are still schools with unsatisfactory planning, accommodating the less able students by removing some core learning content from the curriculum while adapting it in an arguably indiscriminate manner, without helping students build a solid knowledge foundation.

- Schools provide students with diverse assignments, such as model making and project learning, and allow students to demonstrate their learning outcomes in different ways such as oral presentation. Compared with previous years, more schools design tiered assignments to cater for students with different abilities. For example, schools assign for the more able students tasks like designing mind maps for constructing and organising the content of articles to enhance their creativity; while schools support the learning of the less able students by providing hints, simplifying the questions or guiding students to think using a 'small steps' learning approach. Schools with unsatisfactory performance adopt largely undifferentiated strategies that mainly rely on increasing or reducing the amount of assignments or questions, therefore they are unable to provide proper support to address students' learning needs or difficulties in learning, such as supporting the learning of the less able students by using scaffolding or extending the learning of the more able ones through setting challenging questions for them.

- Schools set up designated committees to support students with special educational needs (SEN) as well as formulate school-based integrated education policies to early identify and support these students. Schools generally help these students understand the learning content through adapting the assessment such as using simpler wording in questions.

Special Educational Needs Co-ordinators (SENCO) are mostly able to lead designated committees to collaborate closely with other professionals to provide student with various types of learning, emotional and social support groups. During the suspension of face-to-face classes, the SENCOs co-ordinate teachers and social workers to provide timely support to students with SEN by using online conference apps to sustain the provision of professional support, such as speech therapy, training on attentiveness and social skills, as well as case conferences. However, there is still a need to continue to help teachers enhance their skills in catering for students with SEN in lessons. For example, the teaching of stroke order of the Chinese characters can be conducted with the use of computer software, so that lower primary students can see the stroke order clearly marked in different colors on the screen and write the Chinese characters correctly, subsequently improving the effectiveness of learning and teaching.

- Regarding the support for cross-boundary students, schools quickly address their learning needs during the suspension of face-to-face classes and keep on communicating with them by using mobile communication apps that can reach the Mainland. Schools also provide these students with appropriate learning support such as uploading teaching videos or presentation slides for students' self-learning and providing feedback on their assignments. Quite a number of schools make good use of parent networks, such as setting up electronic messaging groups for parents of cross-boundary students to answer their enquiries during the suspension of face-to-face classes, or mailing learning materials to the parent representatives in the Mainland, who will then help disseminate them to other parents. After the resumption of face-to-face classes, schools arrange for the cross-boundary students who have yet to return to school to use online conference apps to attend lessons with the students on campus simultaneously; and teachers use mobile communication apps to keep following up on their learning after lessons. In addition, schools could also make good use of the services provided by the service provider commissioned by the EDB in the Mainland, such as offering programmes or setting up general service points, to provide the cross-boundary students and their parents with more appropriate learning and emotional support.

- As for gifted education, schools are commonly able to provide Level 2 school-based pull-out programmes and Level 3 off-school support flexibly to help students reach their full potential as well as build their confidence and a sense of accomplishment. The former arrangement is mainly for arranging students to take part in a wide range of activities held in school, such as pull-out enhancement training, performances and leadership training, while the latter is mainly for recommending gifted students for off-school support, such as specialist training or international competitions and gifted programmes, so that students can realise their academic, physical, aesthetic and leadership potential. Moreover, there are schools developing talent pools to keep students' academic records, including their

performance and achievements in the areas of sports, art and IT, for identifying and developing students' different talents. However, schools are generally unable to use pedagogies to tap the potential of students in creativity, critical thinking, problem solving or leadership in the Level 1 school-based whole-class teaching. Only a small number of schools immerse the core elements advocated in gifted education, namely higher-order thinking skills, creativity, and personal-social competence, into whole-school curriculum planning of Level 1 for appropriately integrating thinking strategies into assignments for students to form reasonable responses to the given situations, helping nurture their higher-order thinking skills.

- Schools attach importance to catering for the learning and developmental needs of non-Chinese speaking (NCS) students and create an inclusive atmosphere on campus through various strategies. They also organise LWL activities or inclusive activities, such as Chinese Day or celebrations for traditional festivals, are organised to help NCS students learn about the Chinese culture, so that they can integrate into school and adapt to the life in Hong Kong as soon as possible. Schools are generally capable of utilising additional funding and flexibly deploy resources to provide learning support for NCS students. Examples include employing additional Chinese teachers, teaching assistants or NCS teaching assistants to assist NCS students in their learning, organising pull-out learning groups to strengthen individual support, purchasing new teaching materials, such as picture books, Chinese books and online learning resources, that meet the needs of NCS students and conducive to boosting their motivation and interest in learning Chinese. During the epidemic, schools assign relevant supporting staff to explain the latest situation and epidemic prevention measures to NCS students and their parents, with the aim of strengthening home-school communication. Online conference apps provide the opportunities for NCS students to share how they are doing with others with continuous support and encouragement provided. For teachers' professional development, there are more teachers participating in training related to the learning and teaching of Chinese as a second language compared with last year. However, some schools with NCS students have not yet arranged for teachers to receive relevant training. They do not adopt the "Chinese Language Assessment Tools for non-Chinese Speaking Students" to assess the learning performance of NCS students, nor do they make good reference to the expected learning outcomes at different learning stages outlined in the *Chinese Language Curriculum Second Language Learning Framework* to draw up a school-based Chinese curriculum tailored to NCS students' learning needs. Facing the diverse pace of the NCS students in learning Chinese, schools should keep paying attention to the issue, setting appropriate learning goals for them to learn Chinese systematically for their integration into the society.

- For evaluation, schools generally review work effectiveness by solely considering teachers' perception and the completion of tasks, without conducting evaluations in alignment with

the goals of the major concerns as well as student performance to improve planning for the next stage. Schools should enhance the collection of different evaluation information to understand student learning, behaviour and performance from various perspectives to improve the effectiveness of using evaluation to inform planning.

Exemplars

Properly adopting diversified measures to cater for students with different learning needs and abilities

The school flexibly deploys internal and external resources to enhance teachers' professional capacity and create space for them to further implement strategies to cater for learner diversity. Chinese Language makes reference to the fruits reaped from the participation in the support service in recent years to gradually promote the teaching strategy of combining reading and writing to all year levels. Teachers provide pre-writing guidance, such as analysing the structure and writing techniques of sample texts as well as providing well-written sentences, words and phrases as references to help the less able students understand paragraphing and enable them to apply and transfer what they have learnt to their writing. Teachers also discuss teaching plans in detail during collaborative lesson planning and are able to make adaptations according to the needs of different classes. Students with lower language competence are arranged to attend pull-out lessons conducted in small groups, so that teachers can better cater for the needs of individual students. During lessons, teachers adopt the principle of reading more and writing more to help students learn the pronunciation and grasp the structure of characters. In addition, the school organises post-lesson tutorials for language subjects to help the less able students consolidate their knowledge foundation. Enhancement groups are also provided for Primary 5 and 6 students to polish their speaking and writing skills.

The school provides teachers with clear directions and flexibility, allowing them to adopt different levels of assignments and modes of assessment according to students' abilities and learning needs. In addition to adjusting the pre-lesson preparation arrangement, teachers also appropriately design tiered assignments, such as reducing the number of questions, providing words and phrases for reference as well as hints, or using guided writing to help students construct their stories and content in writing. To tie in with the school's policy on gifted education, thinking strategies are properly integrated into the assignments of various subjects, allowing students to come up with reasonable methods to cope with the given situations, helping students demonstrate their higher-order thinking skills. Teachers design a variety of reading and sharing activities to cater for the different learning needs of students, facilitating them to express their post-reading feelings or share orally in groups. Teachers also help students

experience success through making adaptations in assessment, with the aim of enhancing students' confidence in learning language.   For example, schools provide a vocabulary list for students to prepare for dictations according to their abilities, or provide them with hints, such as a suitable amount of sentences or parts of the Chinese characters during dictation to help them get better results in dictation

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Meeting students' learning needs, adapting curriculum based on students' abilities and optimising the design of tiered assignments

The school develops its Mathematics curriculum by focusing on students' learning needs and organises a variety of LWL activities to cater for learner diversity.   Teachers develop tiered handouts for students appropriately, dividing the learning content into "basic", "intermediate" and "advanced" levels, as well as selecting and adjusting the topics according to students' abilities.   For the less able classes, teachers first focus on teaching the learning content in the "basic" level for students to learn step by step before progressing to the higher levels, so that students can build up confidence and develop a sense of accomplishment gradually with their learning motivation and mathematical literacy effectively enhanced.   The subject arranges teaching assistants to provide lesson support on need basis, together with the comparatively small class size of the less able classes.   All these are measures conducive to catering for students' individual learning needs.   Concurrently, the subject adapts the assessments according to students' abilities, such as setting questions with bonus points for the more able students in a small amount of examination papers or asking students to explain their answers so that their abilities can be assessed more comprehensively.

In addition to organising mathematics competitions and booth games, the subject also organises different types of LWL activities, such as cross-curricular campus tours and exhibitions of students' learning outcomes in investigative activities, to arouse students' learning interest. Subject panel heads, co-ordinators of each year level and subject teachers work closely together; through platforms like collaborative lesson planning and peer lesson observation, they discuss students' learning difficulties as well as exchange views on how to optimise the design of school-based tiered assignments and adapt the curriculum.

Making good use of IT to continuously support the learning of cross-boundary students during the suspension and resumption of face-to-face classes, properly catering for the needs of students and parents

About a quarter of the school's students are cross-boundary students. During the suspension of face-to-face classes, the school draws up measures for distributing learning materials and adjusts the teaching modes for the resumption of face-to-face classes according to students' needs, so that the cross-boundary students who are not able to return to school can sustain their learning. The school provides those students with assignments by uploading them to the school website or mailing them to the Mainland, as well as learning materials such as e-textbooks for them to learn at home. The school uses e-learning platforms accessible in the Mainland and livestreams face-to-face classes through online conference apps for cross-boundary students to attend lessons simultaneously with those on campus. The school ensures the smooth livestreaming of lessons by preparing computer equipment, and lesson rundowns, meeting with teachers to discuss ways to solve various technical problems, and arranging pre-lesson rehearsals. Besides, the school sets up for the parents of cross-boundary students messaging groups on mobile apps managed by designated teachers and representatives of Parent-Teacher Association, to address parents' enquiries during the suspension of face-to-face classes. The school arranges for class teachers to contact students who are not able to return to Hong Kong by phone, mobile apps or online conference apps twice a week, to taking care of their physical, mental and learning needs. Students with better learning progress are provided with additional self-learning assignments in the "SDL Zone" of the newly established learning management system, for broadening the subject knowledge of students and providing more training. A channel is also set up for teachers and students to share their self-produced short videos with themes on healthy living under the epidemic, the campus during the suspension of classes as well as moral education; a message board is set up for teachers and students to share their views and feelings, so that they can still encourage each other through messages even if students are not able to return to school.

Chapter 3　　Concluding Remarks

Having learnt from the experience of "suspending classes without suspending learning" in the previous school year, the school management can gather and lead all staff members to continuously support the learning as well as the physical and mental development of students in the face of various challenges brought about by the ongoing epidemic. In response to the new normal of teaching and learning under the epidemic, teachers work hard and the school management can make good use of resources to upgrade IT, offer support for teacher professional development, provide assistance to students (including cross-boundary students), promote home-school co-operation, etc. At the same time, schools implement the major concerns in a step-by-step manner as planned within the development cycle. Similar to those of the last school year, schools' key focuses for development are mostly about enhancing values education (including national education), fostering students' SDL, promoting STEM education and catering for learner diversity, not only meeting students' learning and developmental needs, but also being generally in alignment with the six directional recommendations[5] put forward by the Task Force on Review of School Curriculum to the EDB in September 2020. Building on strengths and looking ahead, schools can refer to the following recommendations for future development and further improvement:

Strengthening professional leadership, improving self-evaluation effectiveness and promoting collaboration among subject panels and committees

- The school management should lead teachers to formulate work plans with clear priorities and focused goals, and conduct a holistic review of the work effectiveness by integrating qualitative and quantitative evaluation information and data. This will help schools adjust the directions for future development and work priorities improve school self-evaluation as well as facilitate schools' continuous development and enhance their accountability.

- The school management should play a better role in planning, supporting and supervision, as well as strengthen the communication and collaboration among subject panels and committees, leading all the teaching staff to jointly plan and implement cross-curricular development tasks, so that synergy can be achieved with accountability ensured at all levels and work effectiveness enhanced. Middle managers should have a more accurate

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[5] The six directional recommendations of Task Force on Review of School Curriculum include: reinforcing the importance of whole-person development, according higher priority to values education in schools, creating space and catering for learner diversity, further promoting Applied Learning, enhancing the flexibility in university admissions, and strengthening STEM education.

understanding of the concepts of the school curriculum, strengthen their role and professional capacity as curriculum leaders, as well as provide students with a broad and balanced curriculum to achieve the goal of whole-person development.

Enhancing the overall curriculum planning and strengthening the promotion of values education

- For fostering students' whole-person development and cultivating their lifelong learning capability, schools have to ensure that the curriculum is broad and balanced, as well as resonates with the seven learning goals of school education, to help students build a solid learning foundation, cultivate positive values and attitudes as well as the capabilities to achieve lifelong learning. It includes due efforts to promote STEAM[6] education and planning of student learning inside and outside class by flexibly applying the notion of "learning time". Schools need to have the courage to review whether the current curriculum planning is too overloaded and therefore unfavourable to students' whole-person development; whether the language subjects are allocated with more lessons than other subjects in the lesson timetable; whether supplementary lessons or extended lesson time will increase students' burden in learning; and whether the mode and frequency of examinations as well as the quality and quantity of assignments can provide students with effective feedback in learning and foster SDL. At the same time, it is also necessary to pay attention to the students' physical and mental well-being, help them lead a healthy lifestyle and foster in them positive attitudes in the face of pressure and challenges. Secondary schools should leverage the opportunity brought about by the optimisation of the four senior secondary core subjects to create space for students and cater for their diverse learning and developmental needs.

- Schools have to improve the planning at the school level and promote cross-curricular collaboration, including enhancing students' IL as well as guiding them to use information and IT ethically and to assess the reliability of information. Schools should refer to the *Values Education Curriculum Framework (Pilot Version)* prepared by the Curriculum Development Council to enhance the holistic planning of values education, as well as co-ordinate subject panels and committees to jointly promote values education. Schools should nurture in students the priority values and attitudes, namely Perseverance, Respect for Others, Responsibility, National Identity, Commitment, Integrity, Care for Others, Law-abidingness, Empathy and Diligence through the integration of cognition, affection and action. As for the promotion of national education, schools need to strengthen the

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[6] STEAM refers to education of Science, Technology, Engineering, the Arts and Mathematics.

co-ordination and planning at the school level and, through learning activities inside and outside the classroom, continue to help students understand our country's history and culture as well as gain a correct understanding of the Constitution and the Basic Law, including "one country, two systems".   Schools should also cultivate students' awareness of and a sense of responsibility for safeguarding national security as well as respect for the symbols and signs representing the country and the Hong Kong Special Administrative Region (including the national flag, national emblem and national anthem; as well as the regional flag and regional emblem), so that students could become a new generation with a sense of belonging towards the country, affection for Hong Kong and an international perspective.

Appendix 1   Schools Undergoing External School Review in the 2020/21 School Year

Primary Schools

Chi Hong Primary School

HKUGA Primary School

PLK Lam Man Chan English Primary School

St. Paul's Co-educational College Primary School

W F Joseph Lee Primary School

Secondary Schools

Chinese Y.M.C.A. Secondary School

Diocesan Boys' School

ECF Saint Too Canaan College

Good Hope School

Heung To Secondary School (Tseung Kwan O)

HKCCC Union Logos Academy

Law Ting Pong Secondary School

Lok Sin Tong Wong Chung Ming Secondary School

Man Kwan Qualied College

Pooi To Middle School

St. Margaret's Co-educational English Secondary and Primary School

St. Paul's Co-educational College

Ying Wa College

Special Schools

CCC Kei Shun Special School

Chi Yun School

Appendix 2   Schools Undergoing Focus Inspection in the 2020/21 School Year

<u>Primary Schools</u>

A.D.&F.D. of Pok Oi Hospital Mrs. Cheng Yam On Millennium School

A.D.&F.D. of Pok Oi Hospital Leung Sing Tak School

Alliance Primary School, Tai Hang Tung

Alliance Primary School, Whampoa

Asbury Methodist Primary School

Baptist (Sha Tin Wai) Lui Ming Choi Primary School

Baptist Rainbow Primary School

Buddhist Chan Wing Kan Memorial School

Buddhist Lim Kim Tian Memorial Primary School

Buddhist Wing Yan School

Bui O Public School

Canossa School (Hong Kong)

Castle Peak Catholic Primary School

CCC Heep Woh Primary School

CCC Heep Woh Primary School (Cheung Sha Wan)

CCC Kei Wa Primary School (Kowloon Tong)

CCC Mong Wong Far Yok Memorial Primary School

Cheung Chau Sacred Heart School

Chinese Methodist School (North Point)

Christian Alliance S Y Yeh Memorial Primary School

Christian Alliance Toi Shan H. C. Chan Primary School

Chung Sing School

CNEC Ta Tung School

Conservative Baptist Lui Ming Choi Primary School

Fanling Government Primary School

Father Cucchiara Memorial School

Heep Yunn Primary School

Hennessy Road Government Primary School (Causeway Bay)

HK English Clansman Association Wu Si Chong Memorial School

HK Sze Yap C&IA San Wui Commercial Society School

HKTA Shun Yeung Primary School

HKTA Wun Tsuen Ng Lai Wo Memorial School

HKTA Wun Tsuen School

HKTA The Yuen Yuen Institute Chan Lui Chung Tak Memorial School

Ho Shun Primary School (Sponsored by Sik Sik Yuen)

Ho Yu College and Primary School (Sponsored by Sik Sik Yuen)

Hong Kong Student Aid Society Primary School

Kowloon Women's Welfare Club Li Ping Memorial School

Kwok Man School

Lam Tin Methodist Primary School

Lam Tsuen Public Wong Fook Luen Memorial School

Lei Muk Shue Catholic Primary School

Lions Clubs International Ho Tak Sum Primary School

Lok Sin Tong Leung Kau Kui Primary School

Lok Sin Tong Leung Kau Kui Primary School (Branch)

Ma On Shan Ling Liang Primary School

Marymount Primary School

Meng Tak Catholic School

Northern Lamma School

Oblate Primary School

Pat Heung Central Primary School

Pentecostal Yu Leung Fat Primary School

PLK Chan Yat Primary School

PLK Dr. Jimmy Wong Chi-Ho (Tin Sum Valley) Primary School

PLK Fong Wong Kam Chuen Primary School

PLK Gold and Silver Exchange Society Pershing Tsang School

PLK Leung Chow Shun Kam Primary School

PLK Tin Ka Ping Primary School

PLK Vicwood K.T. Chong No.2 Primary School

Po Yan Oblate Primary School

Salesian Yip Hon Millennium Primary School

Salesian Yip Hon Primary School

Sam Shui Natives Association Huen King Wing School

Sau Ming Primary School

Sham Shui Po Government Primary School

Sham Tseng Catholic Primary School

Shek Lei Catholic Primary School

SKH Chu Oi Primary School

SKH Ho Chak Wan Primary School

SKH Kei Fook Primary School

SKH Kei Lok Primary School

SKH Kowloon Bay Kei Lok Primary School

SKH St. James' Primary School

SKH St. Michael's Primary School

SKH Tseung Kwan O Kei Tak Primary School

SKH Tsing Yi Estate Ho Chak Wan Primary School

SKH Yan Laap Memorial Primary School

SPH Rural Committee Kung Yik She Primary School

St. Andrew's Catholic 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 Kok Tsui Catholic Primary School

Tai Koo Primary School

Tai Po Methodist School

Tai Po Old Market Public School (Plover Cove)

Taoist Ching Chung Primary School (Wu King Estate)

The Education University of Hong Kong Jockey Club Primary School

The ELCHK Wo Che Lutheran School

The Salvation Army Tin Ka Ping School

Tong Mei Road Government Primary School

Tsang Mui Millennium School

Tseung Kwan O Methodist Primary School

Tsuen Wan Trade Association Primary School

Tung Chung Catholic School

TWGHs Chow Yin Sum Primary School

TWGHs Ko Ho Ning Memorial Primary School

TWGHs Li Chi Ho Primary School

TWGHs Wong See Sum Primary School

TWGHs Wong Yee Jar Jat Memorial Primary School

Wai Chow Public School (Sheung Shui)

Xianggang Putonghua Yanxishe Primary School of Science and Creativity

Yan Oi Tong Tin Ka Ping Primary School

Yaumati Catholic Primary School (Hoi Wang Road)

Yuen Long Government Primary School

Yuen Long Po Kok Primary School

Yuen Long Public Middle School Alumni Association Primary School

Yuk Yin School

<u>Secondary Schools</u>

Aberdeen Baptist Lui Ming Choi College

AD&FD POHL Leung Sing Tak College

Assembly of God Hebron Secondary School

Belilios Public School

Buddhist Mau Fung Memorial College

Buddhist Tai Hung College

Buddhist Tai Kwong Chi Hong College

Caritas Chai Wan Marden Foundation Secondary School

Caritas Ma On Shan Secondary School

Carmel Alison Lam Foundation Secondary School

Carmel Pak U Secondary School

CCC Fong Yun Wah Secondary School

CCC Fung Leung Kit Memorial Secondary School

CCC Heep Woh College

CCC Hoh Fuk Tong College

CCC Kei Yuen College

CCC Kwei Wah Shan College

CCC Ming Kei College

CCC Ming Yin College

Chan Sui Ki (La Salle) College

Cheng Chek Chee Secondary School of SK&HH District N.T.

Cheung Chau Government Secondary School

Chi Lin Buddhist Secondary School

Chinese Y.M.C.A. College

Chiu Chow Association Secondary School

Chong Gene Hang College

Christian Alliance Cheng Wing Gee College

Clementi Secondary School

CNEC Christian College

De La Salle Secondary School NT

ELCHK Lutheran Secondary School

ELCHK Yuen Long Lutheran Secondary School

Fung Kai No.1 Secondary School

Gertrude Simon Lutheran College

HK & KLN Chiu Chow Public Association Secondary School

Hong Kong Teachers' Association Lee Heng Kwei Secondary School

HKFEW Wong Cho Bau Secondary School

HKTA Ching Chung Secondary School

HKTA The Yuen Yuen Institute No.2 Secondary School

HKTA The Yuen Yuen Institute No.3 Secondary School

Ho Fung College (Sponsored by Sik Sik Yuen)

Jockey Club Government Secondary School

Kiangsu-Chekiang College (Shatin)

Kit Sam Lam Bing Yim Secondary School

Kwai Chung Methodist College

Kwok Tak Seng Catholic Secondary School

Lee Kau Yan Memorial School

Ling Liang Church M H Lau Secondary School

Lingnan Dr. Chung Wing Kwong Memorial Secondary School

LKWFSL Lau Wong Fat Secondary School

Lok Sin Tong Ku Chiu Man Secondary School

Lok Sin Tong Young Ko Hsiao Lin Secondary School

Lui Ming Choi Lutheran College

Maryknoll Convent School (Secondary Section)

Marymount Secondary School

Nam Wah Catholic Secondary School

New Asia Middle School

Ng Wah Catholic Secondary School

Ning Po College

PLK Lo Kit Sing (1983) College

PLK Tang Yuk Tien College

Q.E.S. Old Students' Association Secondary School

Q.E.S. Old Students' Association Tong Kwok Wah Secondary School

Raimondi College

Sai Kung Sung Tsun Catholic School (Secondary Section)

Salesian English School

San Wui Commercial Society Secondary School

Shek Lei Catholic Secondary School

SKH Chan Young Secondary School

SKH Li Fook Hing Secondary School

SKH Lui Ming Choi Secondary School

SKH St. Simon's Lui Ming Choi Secondary School

SKH Tang Shiu Kin Secondary School

SKH Tsang Shiu Tim Secondary School

South Tuen Mun Government Secondary School

St. Clare's Girls' School

St. Joan of Arc Secondary School

St. Joseph's College

St. Mary's Canossian College

St. Stephen's Girls' College

STFA Seaward Woo College

STFA Tam Pak Yu College

The Methodist Lee Wai Lee College

The Salvation Army William Booth Secondary School

TIACC Woo Hon Fai Secondary School

Tin Ka Ping Secondary School

True Light Girls' College

Tsung Tsin College

Tung Chung Catholic School

TWGHs Kap Yan Directors' College

TWGHs Kwok Yat Wai College

TWGHs Lo Kon Ting Memorial College

TWGHs Mrs. Wu York Yu Memorial College

TWGHs S C Gaw Memorial College

TWGHs Sun Hoi Directors' College

TWGHs Wong Fut Nam College

TWGHs Yau Tze Tin Memorial College

TWGHs Yow Kam Yuen College

Wah Yan College, Hong Kong

YCH Lim Por Yen Secondary School

YCH Tung Chi Ying Memorial Secondary School

YCH Wong Wha San Secondary School

YPI & CA Lee Lim Ming College

<u>Special Schools</u>

Choi Jun School

Hong Chi Morninghope School, Tuen Mun

Hong Chi Winifred Mary Cheung Morninghope School

Hong Kong Red Cross Princess Alexandra School

Marycove School

Sam Shui Natives Association Lau Pun Cheung School

Society of Boys' Centres - Hui Chung Sing Memorial School

TWGHs Kwan Fong Kai Chi School