

# Inspection Annual Report 2021/22



Quality Assurance Division  
Education Bureau

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## **Chapter 1 Introduction**

1.1 School-based management embodies both empowerment and accountability. It is the school management's responsibility to understand and monitor their work. To tie in with the implementation of school-based management, the Education Bureau (EDB) introduced the "*School Development and Accountability (SDA) framework*" in the 2003/04 school year to promote school self-evaluation (SSE) through the "Planning-Implementation-Evaluation" (P-I-E) cycle for continuous improvement, enhanced accountability and transparency. EDB conducts school inspections (including External School Review (ESR) and Focus Inspection (FI)) to validate schools' performance in SSE, continuously enhancing school improvement and development and ensuring accountability.

1.2 The Quality Assurance Division of EDB conducts inspections in a "school-specific and focused" manner and provides schools with feedback and recommendations for improvement. In the 2021/22 school year, EDB conducted ESR and FI in a total of 169 primary, secondary and special schools (Appendices 1-2). This report summarises the key findings of these inspections and the areas of concern for schools' reference.

## **Chapter 2 Key Inspection Findings**

### **2.1 Schools have awareness and a good grasp of the SSE concept; evaluation data has yet to be used effectively for an evidence-based SSE**

2.1.1 Schools have shown awareness and a good grasp of the SSE concept. They are generally able to formulate directions for development in line with the trends in education, school context and students' needs. The decision-making process in drawing up development plans is transparent, which is conducive to building consensus. However, the goals that schools set for their major concerns are not clear and specific enough and the expected outcomes are often not closely linked to student performance, thereby affecting the appropriateness and focus of the implementation strategies. In addition, the scope of work of some school development plans is too broad, lacking both clarity in the priorities and focuses in implementation. As a result, the progress of the related work may not be as expected, or its effectiveness be affected.

2.1.2 The school management appropriately deploys and taps various internal and external resources to tie in with the follow-up of the school's major concerns. Middle managers also do their best in leading subject panels and committees to formulate work plans

in accordance with the direction of school development. The school management values and actively promotes teacher professional development, organising activities relevant to the schools' key development tasks to equip teachers with the necessary professional knowledge and improve work effectiveness. However, some schools rely on individual subject panels or committees to carry out the development tasks, or there is insufficient communication and collaboration among the parties involved, making it difficult to achieve synergy. The school management should effectively fulfil its co-ordinating and monitoring role, leading teachers to collaborate on the implementation of relevant tasks in the best possible way to promote the continuous development of the school.

2.1.3 In general, schools collect the SSE information and data through different channels, such as the Stakeholder Survey, teacher observation and school-based questionnaires, to understand and review the implementation of work plans. However, without clear objectives set for each task, schools are not able to assess implementation accurately when reviewing the results. Schools also often focus too much on reporting work progress or stakeholders' perceptions, without comprehensively analysing all quantitative and qualitative data or holistically reviewing work effectiveness concerning students' learning and development. This is unfavourable for an accurate evaluation of work effectiveness or students' needs and, in turn, undermines the effectiveness of using evaluation findings to inform planning.

## **2.2 There is a need to enhance school-based management and leadership and strengthen governance for providing education of better quality for our children**

2.2.1 The different areas of work in schools are interrelated. To improve the quality of education for our children and enhance student performance effectively, the areas of work under the domains of "Learning and Teaching" and "School Ethos and Student Support" have to be well co-ordinated. It is essential that the school management, with a clear overview, should steer cross-domain collaboration when implementing the school curriculum and work plans and promote teamwork among staff at different levels, with a view to achieving the goal of providing quality education for students and realising the vision of whole-person development and lifelong learning.

2.2.2 Regarding the overall curriculum planning, curriculum implementation in primary schools is satisfactory on the whole. However, core learning elements of some Key Learning Areas (KLAs) at the junior secondary (JS) level, particularly the Personal, Social and Humanities Education KLA and Technology Education (TE) KLA, have not been

adequately covered in a number of schools. This hinders building a solid knowledge foundation for students and is unfavourable for the interface between the JS and the senior secondary (SS) levels. The school management and relevant middle managers have to strengthen the monitoring of curriculum implementation and comprehensively review the learning content at the JS level to enhance the overall curriculum planning. They should also provide timely guidance and support for teachers to ensure an accurate grasp of the concepts of the school curriculum among the team and effective implementation of the curriculum framework as recommended by the Curriculum Development Council (CDC).

2.2.3 To tie in with the implementation of Citizenship and Social Development (CS) starting from Secondary 4, EDB has conducted FI on CS, with the participation of directorate officers from the Curriculum and Quality Assurance Branch, at the beginning of the school year, to review as early as possible schools' progress in preparing and implementing their plans on "Transitioning from Liberal Studies to CS". Schools broadly align the curriculum planning of CS with the aims and objectives of the curriculum framework recommended by CDC, covering relevant curriculum content in accordance with the *Citizenship and Social Development Curriculum and Assessment Guide*. However, the curriculum is not properly implemented in some schools, including not covering the topics and learning focuses in accordance with the sequence of the themes prescribed in the curriculum, or even having unneeded content irrelevant to the curriculum. Schools should, based on the aims and expected learning outcomes of the curriculum, deepen students' understanding of the development of our country and the Chinese culture, ensuring that the CS curriculum is effectively implemented according to its rationales and aims, without being distorted or compromised.

2.2.4 Most schools have established a mechanism for monitoring the use of learning and teaching resources. In reviewing the materials of different subjects, the school management has commonly adopted random sampling. Items in the library collections are occasionally found to be unsuitable for students' mental and cognitive development and unfavourable for the cultivation of positive values. Despite the small quantity, they should be eradicated. The school management has to enhance the monitoring mechanism and strengthen the gatekeeping role in inspecting the learning and teaching resources, including school-based materials and library collections, to ensure that the content is of good quality and in line with the curriculum goals and objectives. The content should be presented in an objective and balanced manner, matching students' levels and learning needs, and conducive to nurturing their positive values and attitudes.

2.2.5 Regarding the support for non-Chinese speaking (NCS) students' learning of the Chinese language, most schools have yet to plan their curriculum with reference to the "*Chinese Language Curriculum Second Language Learning Framework*", or make effective use of the Framework and the *Chinese Language Assessment Tools for NCS Students* to monitor students' learning progress in general. Without an accurate understanding of the learning difficulties of their NCS students, teachers are generally not able to help them gradually integrate into mainstream Chinese Language classes. Schools need to strengthen curriculum leadership and develop appropriate plans for continuing professional development, ensuring that teachers can focus on the learning abilities and performance of NCS students to better cater for their learning needs.

### **2.3 Schools are committed to enriching students' learning experiences but need to focus on the seven learning goals to foster whole-person development**

2.3.1 Schools plan the curriculum according to their school missions and the trends in education. At the same time, they strive to enrich students' learning experiences both in and outside the classroom by arranging diversified life-wide learning (LWL) activities that match their interests and abilities. Schools are able to integrate the learning content of various subjects and elements, including those related to life planning education and inspiring students to develop their potential, and design meaningful learning activities. Even amid the pandemic, schools still find ways to extend learning beyond the classroom, breaking through limitations and creating contexts that enable students to learn from experiences, thereby facilitating, enriching and extending student learning in class. The primary school curriculum is largely broad and balanced, progressively helping students build their knowledge base and develop learning abilities, positive values and attitudes, so as to lay a solid foundation for their future learning. In addition to the aforementioned areas for improvement in overall curriculum planning at the JS level, bringing forward the teaching of some SS learning content and thus squeezing the lesson time of the JS level is also inappropriate. Some schools put great emphasis on students' intellectual development without giving due attention to their learning needs in the Arts Education (AE) and Physical Education (PE) KLAS. This is not conducive to helping students develop a healthy lifestyle and is also contrary to the rationale of whole-person development.

2.3.2 Schools are still in the process of exploring how to restructure the SS curriculum holistically in response to the *Optimisation of the Four SS Core Subjects*<sup>1</sup> in this school year. They mostly make use of the lesson time released to arrange one more elective subject for Secondary 4 students and organise more Other Learning Experiences or LWL activities, which usually include field trips and language activities, to consolidate and extend student learning through experiences outside the classroom. To provide more subject choices, most secondary schools increase the number of groups or the group size for existing subjects, while a small number offer new subjects. Rather disappointingly, there are still schools that are not able to arrange the Extended Part of SS Mathematics curriculum within their regular timetable. Schools should leverage the opportunity brought by the optimisation to enhance flexibility in curriculum planning by co-ordinating the release of lesson time across the four SS core subjects, and holistically review the planning of the SS curriculum to integrate better student learning both in and outside the classroom to cater for students with different abilities, interests and aspirations.

2.3.3 When implementing cross-curricular development tasks such as national education, healthy lifestyle, and information literacy (IL), schools mainly rely on some subject panels or committees to integrate relevant learning elements into the curriculum and LWL activities. There is seldom holistic planning at the school level, resulting in dispersion of effort in implementation. Take nurturing students' IL as an example. Relevant learning elements are often introduced in the TE KLA or General Studies in primary schools, or taught through thematic exhibitions, workshops, etc. Very few schools have holistic planning on how to foster students' knowledge, skills and attitudes in IL to make close connections between the content of different subjects and students' learning experiences. Schools have to strengthen their co-ordination to enhance overall work effectiveness. Subject panels and committees should also work in line with one another when implementing cross-curricular development tasks both in and outside the classroom to enhance students' whole-person development more effectively.

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<sup>1</sup> Chinese Language Education, English Language Education, Mathematics Education and the replacement of Liberal Studies with Citizenship and Social Development.

## **2.4 Schools place great emphasis on values education; stronger leadership is needed to enhance national education through the adoption of a whole school approach and to nurture a new generation with an affection for the country, the city, and the family**

2.4.1 Schools place great emphasis on values education, often adopting it as a major concern or a focus for their development. It is often promoted through various KLAs and subjects, moral education, LWL activities, etc., largely covering the priority values and attitudes. Some schools have more comprehensive planning, with different committees working closely and employing various strategies that integrate classroom learning, practical experiences, and learning atmosphere to effectively promote values education. However, only a small number of them have set a clear focus for development regarding national education, and students' sense of national identity has yet to be strengthened. The management has to lead the team to work in collaboration to improve the planning and implementation of national education by adopting a whole school approach and, through the words and deeds of teachers, create a favourable learning environment and strengthen students' national pride and sense of ownership. With reference to the *Values Education Curriculum Framework (Pilot Version) (2021)*, clear focuses for development should be formulated to promote national education. Specific expectations of student learning should be set according to their attributes and needs at different key stages. Schools also have to refer to EDB's *National Education – Event Planning Calendar* to work out a holistic and systematic plan of school-based learning activities appropriate for national education. At the same time, cooperation with Mainland sister schools should be strengthened so that more everyday real-life and diversified experiential learning activities could be organised for students, enabling them to learn about the history and culture of our country from multiple perspectives, cultivating in them an affection for the nation and fostering people-to-people bonds within our nation, through exchanges of views and interactions with their counterparts and teachers on the Mainland.

2.4.2 National education is an essential element of the school curriculum. Schools mostly enhance students' knowledge and understanding of the history and development of our country and cultivate affection for our nation through the learning and teaching of KLAs and subjects, including organising different LWL activities. For the learning of Chinese History, the Secondary 3 curriculum in a few schools has not fully covered the topic of "Internal Affairs and Foreign Affairs of the People's Republic of China" in Part A, which has hindered students' comprehensive understanding of the historical development of our country and the background of the Basic Law. Moreover, there is still an inadequate coverage of the



learning elements of Constitution and Basic Law education in a number of schools, making it unfavourable for students to learn about our country's history and culture from different perspectives or gain an accurate understanding of "One Country, Two Systems", constitutional order and other related concepts.

2.4.3 In line with the introduction of the National Security Law, the implementation of national security education (NSE) has been put in place gradually from this school year. In general, schools have shown an enhanced awareness by reviewing their curriculum with reference to the *Curriculum Framework of National Security Education in Hong Kong* and naturally integrating NSE elements into related subjects. They also make use of the learning and teaching resources provided by EDB and LWL activities to enhance students' awareness of safeguarding national security.

2.4.4 During lessons, only a few teachers are able to deliver NSE elements through connecting naturally and integrating organically with the curriculum content of various subjects. Many of them focus on imparting knowledge, rarely appealing to students at the affective level by helping them become more alert to threats and dangers or develop a stronger sense of belonging towards our country. In other cases, schools are not able to help students make connections between knowledge and life experiences; and learning and teaching strategies, such as sharing, discussion and debriefing, should be adopted to help students understand the importance of national security and develop the awareness of safeguarding national security. On the whole, schools are still at the initial stage of promoting NSE. The school management should strengthen its leading and co-ordinating roles, review the implementation in a timely manner and enhance teachers' professional capacity, so that students' patriotism and love for Hong Kong in the aspects of cognition, affection and action could be fostered through integrating learning in and outside the classroom, creating an atmosphere on campus and providing practical experiences.

## **2.5 Schools actively nurture students' self-directed learning (SDL) abilities, but have to strengthen their work to further motivate students to become independent learners**

2.5.1 Building on the foundation of developing SDL over the years, schools have made unceasing efforts in curriculum planning and the learning-teaching-assessment cycle to actively help students develop lifelong learning abilities. Under the new normal, it is common for teachers to support student learning outside the classroom and develop their SDL abilities by uploading learning materials, designing electronic assignments, or distributing reading materials matching the learning content to students. They mostly arrange pre-lesson

preparation tasks for students. In general, students are able to complete the tasks before class, take notes and highlight the key points during lessons.

2.5.2 Schools also enhance students' SDL through e-learning, making use of Learning Management Systems to upload different learning and teaching resources for students' use according to their learning progress. Different e-learning platforms are used to make classroom learning more flexible and interactive. Teachers monitor student learning both during and after the class so that teaching progress can be adjusted as necessary, and provide opportunities for students to understand their own performance, facilitating an extension of their learning. Students, however, seldom reflect on their own learning process or strategies, and their motivation and sense of responsibility in learning are yet to be enhanced. To help students develop a greater sense of ownership in learning and gradually become self-directed learners, schools should build on their past experience in promoting SDL, refine the design of learning activities, and further promote their habits and abilities of self-reflection.

2.5.3 Schools continue to develop STEM/STEAM<sup>2</sup> education through a designated committee and co-ordinators and provide opportunities for students to integrate and apply the knowledge and skills from relevant subjects to solve problems in real-life situations, vigorously providing hands-on and minds-on learning experiences to facilitate students' development of SDL and learning-to-learn abilities. Some schools embed elements of AE or even integrate values education, such as the appreciation of traditional Chinese culture and environmental protection, into learning activities to foster positive values and attitudes among students. With regard to assessment, schools attach great importance to student performance in the learning process and make use of assessment forms for monitoring at different stages of learning. Some schools use design cycles and incorporate self-evaluation and peer assessment in the process to facilitate students' reflection on how to improve their solutions or designs, thereby developing their SDL abilities. At present, however, mathematical elements are rather limited in these STEM/STEAM-related learning activities, which is unfavourable for integrating and applying relevant knowledge and skills from different domains. A small number of schools are found to involve only selected students in STEM/STEAM-related activities, or tend to overly rely on the design of the teaching kits purchased, providing students with little room for exploration and creativity. Schools need to improve the design and arrangements, and thus enhance the quality of their STEM/STEAM-related learning activities to foster students' entrepreneurial spirit, in

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<sup>2</sup> In line with the policy initiatives of the sixth-term HKSAR Government, the Education Bureau has updated STEM education to STEAM education (Science, Technology, Engineering, the Arts and Mathematics).

alignment with the broad direction of the future development of innovative technology in Hong Kong.

2.5.4 On the other hand, schools also enhance the cultivation of students' SDL abilities with sustained efforts in promoting reading through arranging different types of reading activities, improving library facilities, providing e-books, etc. For *Reading across the Curriculum*, there is the example of collaboration between the Mathematics and Visual Arts panels, introducing to students the stories of some mathematicians and the mathematical elements in artworks, successfully widening and extending students' scope of reading and mathematical knowledge. Another example is the well co-ordinated cross-curricular reading and LWL activities in some primary schools, which provides opportunities for students to integrate knowledge from different subjects and enhance their SDL abilities through cross-subject project learning. Nonetheless, students' reading interests and habits have yet to be reinforced, and more effort should be made to create a favourable reading environment at school. Overall, schools actively make use of different platforms and employ diversified strategies to develop students' SDL abilities. However, the work still needs to be further strengthened to effectively nurture students to become independent learners.

## **2.6 Schools care about the whole-person development of students, but have to step up their efforts in supporting students in leading a healthy lifestyle**

2.6.1 Schools have put much emphasis on students' physical fitness, social development, and emotional wellbeing during the pandemic and mainly promoted these through relevant subjects or the moral education curriculum. Examples are as follows: incorporating learning elements about fitness and health, balanced diet, and sports injuries into PE lessons; and covering topics about IL and respect for others in personal growth lessons to help students develop positive values; or arranging LWL activities in and outside the school to provide opportunities for students to adopt a healthy lifestyle in real-life situations, including scheduling different activities during recess or after school, and actively encouraging students to participate in physical activities, such as morning jogs and aerobics, with a view to enhancing their interest in sports and improving their physical fitness.

2.6.2 Regarding the promotion of students' balanced development in the moral, intellectual, physical, social and aesthetic aspects, although schools organise different forms of arts and sports activities for students, they often overlook students' stress in learning and the burden brought by homework, tests and examinations. This adversely affects students' development and adoption of a healthy lifestyle. Schools should formulate appropriate

homework and assessment policies, including reviewing the number and frequency of assessments and assignments, to avoid imposing on students unnecessary stress in learning. At the same time, they should provide room for students to develop interests in their spare time, participate in various arts and sports activities, and build good relationships with their families and peers, so that they can lead a healthy life at different stages of development.

2.6.3 Students need to have a balanced physical and mental development in order to learn effectively. However, it is difficult to sustain any achievements if the schools rely only on a few subject panels or committees to do that. Therefore, they should lead the team in making a paradigm shift, building consensus, setting clear directions for development, and enhancing the coherence and alignment of the curriculum through holistic planning at the school level. Only with a multi-pronged approach and the same belief and goal in mind could schools realise the aim of fostering whole-person development and developing diverse student talents.

## **2.7 To enhance the effectiveness of learning and teaching, schools need to make good use of “learning time”, integrating student learning in and outside the classroom**

2.7.1 Teachers are generally able to make good use of the outcomes of students’ pre-lesson preparation to start the lesson and connect them to the key learning points, helping students consolidate what they have learnt. On the whole, students follow teachers’ instructions and complete learning tasks. A good rapport is established in the classroom, with teachers being approachable and friendly, and students attentive and well-behaved. Different resources, such as artefacts, wall charts or videos, are used effectively to arouse students’ interest, and real-life examples are given to supplement the explanation and demonstration. Over the past few years, teachers and students have been exploring the use of e-learning in enhancing learning and teaching and, as the pandemic goes on, they have gradually adapted to the blended mode of learning and teaching under the new normal in this school year. Schools take the opportunity to actively promote e-learning, with both teachers and students being quite adept at using e-learning platforms or mobile apps. Some teachers successfully use these apps and e-learning resources to explain abstract concepts, facilitating students’ understanding. They also observe students’ real-time performance through these handy e-learning tools, increasing teacher-student and student-student interactions during online lessons.

2.7.2 Teachers mostly use tiered worksheets to help students of different abilities or with special educational needs grasp the learning content step by step. However, teachers rarely make a timely adjustment to the strategies and pace of learning and teaching in response to

students' performance to help them grasp the learning content. Besides, teachers seldom ask a range of questions to cater for students' different abilities and, in particular, cultivate students' higher-order thinking skills. The quality of teachers' feedback has yet to be improved as most of the time it does not facilitate, improve or deepen student learning.

2.7.3 During this school year, students mostly attend half-day face-to-face classes. With shortened lesson time, it is especially important for teachers to plan the learning both in and outside the classroom well, making good use of "learning time" to facilitate student learning. They often set pre-lesson preparation tasks, teach students self-learning strategies and use assignments to help students consolidate and extend their learning. However, a few teachers have yet to design teaching content that addresses students' difficulties in learning. They either spend too much time checking students' prior knowledge, or do not make good use of the lesson time for more meaningful and focused learning and teaching activities. On another note, schools gradually resume LWL activities. For example, some schools organise online virtual study tours or upload students' self-filmed videos to replace live variety shows, using information technology to overcome the limitations of not having in-person participation. Overall, teachers need to put "learning time" to good use for enhancing the planning and arrangements of student learning to develop their skills, attitudes and habit in SDL, and providing more opportunities for students to make the best out of their learning experiences.

## **Chapter 3 Concluding Remarks and Way Forward**

### **3.1 Schools need to strengthen leadership and monitoring to manifest the spirit of school-based management, and adopt an evidence-based approach for evaluation to optimise SSE**

3.1.1 School is a place for facilitating students' moral development and bringing richness to their cultural experiences. To safeguard students' wellbeing and provide quality education for all, the school management has the responsibility to gain an accurate understanding and monitor the quality of the school curriculum, in terms of breadth and depth, the content of the learning and teaching resources, and the implementation of the various development tasks.

3.1.2 To effectively formulate a blueprint with appropriate directions and strategies for school development, schools need to accurately identify students' needs, using the seven learning goals as the focus for reflection to evaluate how effective they are in promoting whole-person development. They should also make integrative use of quantitative and qualitative data, with student performance as the focus, to evaluate holistically the impact of their work on student learning, and then lead the team in strategic planning, devising concrete and suitable focuses for development and implementation plans, and optimising the effectiveness of the P-I-E cycle of SSE in promoting the continuous development of the school.

3.1.3 The school management also has to strengthen its professional leadership and role in supervision, ensuring accountability at all levels. A clear overview of the school curriculum, from holistic curriculum planning to the formulation and implementation of various cross-curricular development tasks such as values education (including moral, civic and national education) and STEM/STEAM education, is crucial for the school management to co-ordinate the work of different domains and areas, strengthening governance. Learning in and outside the classroom has to be well aligned to provide students with comprehensive and balanced learning experiences and to uphold the quality of education.

### **3.2 Schools should reflect on how good they are at promoting the whole-person development of students, and strengthen students' sense of national identity and healthy lifestyle**

3.2.1 The school curriculum aims to help students achieve the seven learning goals, ensuring that they will have the relevant competencies and qualities upon completion of

primary and secondary education. At present, the implementation of the primary school curriculum is satisfactory on the whole. Building on their strengths and achievements over the years, primary schools should continue to improve student learning and promote the importance of physical and mental health and balanced development among our students, in alignment with the major renewed emphases in the *Primary Education Curriculum Guide (Pilot Version) (2022)*. As for secondary schools, the school management needs to ensure a balanced JS curriculum that adequately covers all the core learning elements, without bringing forward the teaching of the SS learning content. Schools also need to reflect on how to make optimal use of the lesson time released under the *Optimisation of the Four SS Core Subjects* to better cater for learner diversity and encourage students to develop different talents. More flexible arrangements for “learning time” are needed to create space for students to foster their whole-person development and abilities in lifelong learning and SDL.

3.2.2 To strengthen students’ concept of our nation and their sense of national identity, the school management should take the lead in promoting national education (including the Constitution, Basic Law and NSE) in a more systematic manner so that classroom learning, practical experiences, and learning environment are integrated to foster students’ sense of belonging to our country and their awareness of, as well as a sense of responsibility for, safeguarding national security in the aspects of cognition, affection, and action. Schools should also focus on promoting a healthy lifestyle among students, making good use of the notion of “learning time” to improve curriculum planning and considering all factors that affect students’ balanced development in the moral, intellectual, physical, social and aesthetic aspects holistically, so as to nurture a new generation that is virtuous and able.

## **Appendix 1 Schools Undergoing External School Review in the 2021/22 School Year**

### **Primary Schools**

Bonham Road Government Primary School  
CCC Chuen Yuen Second Primary School  
Fukien Secondary School Affiliated School  
GCEPSA Whampoa Primary School  
SKH Holy Carpenter Primary School  
SKH Ma On Shan Holy Spirit Primary School  
SKH Tin Wan Chi Nam Primary School  
St. Paul's College Primary School

### **Secondary Schools**

Caritas Charles Vath College  
CCC Kung Lee College  
China Holiness College  
Fanling Rhenish Church Secondary School  
Lingnan Hang Yee Memorial Secondary School  
PLK Ngan Po Ling College  
Sheung Shui Government Secondary School  
St. Paul's Convent School  
St. Stephen's College  
Stewards Pooi Kei College  
United Christian College (Kowloon East)  
YMCA of Hong Kong Christian College

### **Special Schools**

Hong Chi Pinehill No.3 School  
Hong Kong Red Cross John F Kennedy Centre  
Tung Wan Mok Law Shui Wah School



## **Appendix 2 Schools Undergoing Focus Inspection in the 2021/22 School Year**

### **Primary Schools**

Buddhist Wong Cheuk Um Primary School  
CCC Kei Chun Primary School  
CCC Wanchai Church Kei To Primary School (Kowloon City)  
ELCHK Hung Hom Lutheran Primary School  
Fanling Public School  
Free Methodist Bradbury Chun Lei Primary School  
Free Methodist Mei Lam Primary School  
FSFTF Fong Shu Chuen Primary School  
HHCKLA Buddhist Wong Cho Sum School  
Ho Lap Primary School (Sponsored by Sik Sik Yuen)  
Hoi Ping Chamber of Commerce Primary School  
Holy Family Canossian School  
Holy Family Canossian School (Kowloon Tong)  
Islamic Dharwood Pau Memorial Primary School  
Kam Tin Mung Yeung Public School  
Kwai-ming Wu Memorial School of the Precious Blood  
Li Sing Primary School  
Lok Sin Tong Lau Tak Primary School  
Maryknoll Fathers' School (Primary Section)  
NTW&JWA Leung Sing Tak Primary School  
Pentecostal Gin Mao Sheng Primary School  
PLK Wong Wing Shu Primary School  
Po On Commercial Association Wan Ho Kan Primary School  
Pui Ling School of The Precious Blood  
Shamshuipo Kaifong Welfare Association Primary School  
Shek Lei St. John's Catholic Primary School  
Shek Wu Hui Public School  
SKH Holy Spirit Primary School  
SKH St. John's Tsang Shiu Tim Primary School  
SKH St. Joseph's Primary School  
SKH St. Peter's Primary School  
SKH St. Thomas' Primary School

SKH Tsing Yi Chu Yan Primary School  
SKH Yan Laap Primary School  
St. Anthony's School  
St. Edward's Catholic Primary School  
St. Matthew's Lutheran School (Sau Mau Ping)  
St. Patrick's Catholic Primary School (Po Kong Village Road)  
St. Peter's Catholic Primary School  
Taoist Ching Chung Primary School  
Tsing Yi Trade Association Primary School  
Tung Tak School  
TWGHs Lo Yu Chik Primary School  
TWGHs Sin Chu Wan Primary School  
Wong Tai Sin Government Primary School  
Yan Oi Tong Madam Lau Wong Fat Primary School

### **Secondary Schools**

Arts & Technology Education Centre  
Baptist Wing Lung Secondary School  
Buddhist Kok Kwong Secondary School  
Buddhist Sum Heung Lam Memorial College  
Buddhist Wong Wan Tin College  
Canossa College  
Carmel Divine Grace Foundation Secondary School  
Carmel Holy Word Secondary School  
Catholic Ming Yuen Secondary School  
CCC Yenching College  
Cheung Chuk Shan College  
Cheung Sha Wan Catholic Secondary School  
Ching Chung Hau Po Woon Secondary School  
Chiu Lut Sau Memorial Secondary School  
Christian & Missionary Alliance Sun Kei Secondary School  
Christian Alliance College  
Christian Alliance S. C. Chan Memorial College  
CNEC Lau Wing Sang Secondary School

CNEC Lee I Yao Memorial Secondary School  
Confucian Tai Shing Ho Kwok Pui Chun College  
Fortress Hill Methodist Secondary School  
HHCKLA Buddhist Ching Kok Secondary School  
HK & KLN Kaifong Women's Association Sun Fong Chung College  
HKMLC Queen Maud Secondary School  
HKRSS Tai Po Secondary School  
HKSVC&IA Wong Tai Shan Memorial College  
HKUGA College  
Ho Lap College (Sponsored by Sik Sik Yuen)  
Ho Yu College and Primary School (Sponsored by Sik Sik Yuen)  
Hoi Ping Chamber of Commerce Secondary School  
Hong Kong Sea School  
Immaculate Heart of Mary College  
Ju Ching Chu Secondary School (Yuen Long)  
Kiangsu-Chekiang College (Kwai Chung)  
Ko Lui Secondary School  
Kowloon Technical School  
Kowloon Tong School (Secondary Section)  
Kowloon True Light School  
Lai Chack Middle School  
Lai King Catholic Secondary School  
Lee Kau Yan Memorial School  
Ling Liang Church E Wun Secondary School  
Lui Cheung Kwong Lutheran College  
Maryknoll Fathers' School  
Newman Catholic College  
Ning Po No.2 College  
NLSI Lui Kwok Pat Fong College  
Notre Dame College  
NTHYK Yuen Long District Secondary School  
Pentecostal Lam Hon Kwong School  
Pentecostal School  
PLK Celine Ho Yam Tong College  
PLK Lee Shing Pik College

Po Chiu Catholic Secondary School  
POH 80th Anniversary Tang Ying Hei College  
POH Chan Kai Memorial College  
Pope Paul VI College  
Pui Tak Canossian College  
Queen's College  
Queen's College Old Boys' Association Secondary School  
Sacred Heart Canossian College  
Salem-Immanuel Lutheran College  
Salesians of Don Bosco Ng Siu Mui Secondary School  
Sha Tin Government Secondary School  
Sha Tin Methodist College  
Shun Lee Catholic Secondary School  
SKH Bishop Mok Sau Tseng Secondary School  
SKH Holy Carpenter Secondary School  
SKH Holy Trinity Church Secondary School  
SKH Kei Hau Secondary School  
SKH Lam Kau Mow Secondary School  
SKH Lam Woo Memorial Secondary School  
SKH Leung Kwai Yee Secondary School  
SKH St. Benedict's School  
SKH St. Mary's Church Mok Hing Yiu College  
SKH Tsoi Kung Po Secondary School  
St. Bonaventure College and High School  
St. Joseph's Anglo-Chinese School  
St. Louis School  
St. Paul's School (Lam Tin)  
St. Peter's Secondary School  
St. Rose of Lima's College  
STFA Lee Shau Kee College  
STFA Yung Yau College  
Tack Ching Girls' Secondary School  
Tak Oi Secondary School  
Tang King Po School  
The Mission Covenant Church Holm Glad College

The Yuen Yuen Institute MFBM Nei Ming Chan Lui Chung Tak Memorial College  
Tin Shui Wai Methodist College  
Tsang Pik Shan (Sung Lan) Secondary School  
Tsuen Wan Government Secondary School  
Tuen Mun Government Secondary School  
TWGHs C. Y. Ma Memorial College  
TWGHs Mrs. Fung Wong Fung Ting College  
Valtorta College  
Wellington Education Organization Chang Pui Chung Memorial School  
YCH Lan Chi Pat Memorial Secondary School  
YLPMSAA Tang Siu Tong Secondary School  
Yu Chun Keung Memorial College