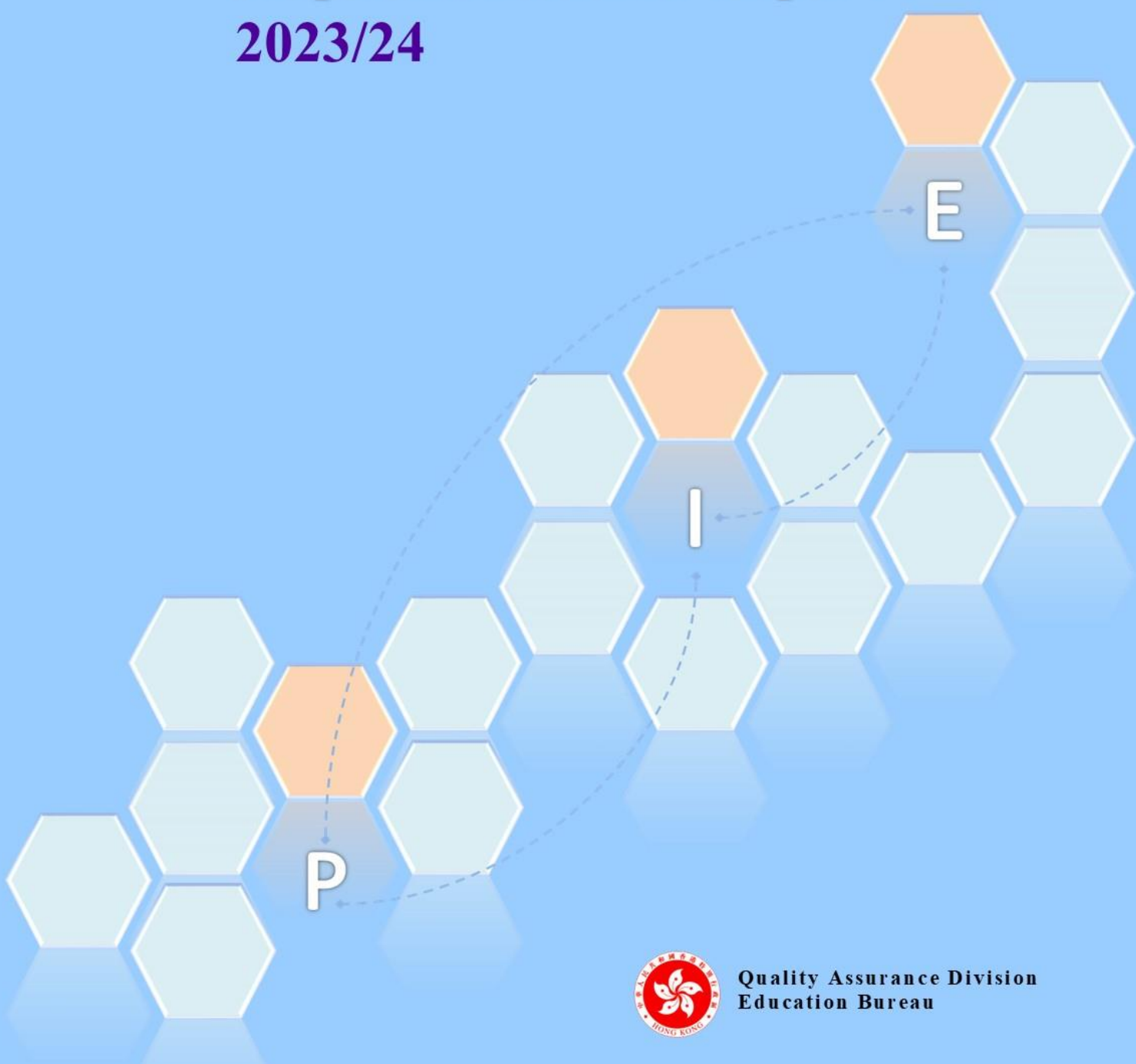


Inspection Annual Report

2023/24



Quality Assurance Division
Education Bureau

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Chapter 1 Introduction

1.1 The Education Bureau (EDB) introduced the School Development and Accountability (SDA) framework in the 2003/04 school year to support schools in implementing school-based management and promoting continuous improvement and development through the “Planning-Implementation-Evaluation” (P-I-E) cycle of school self-evaluation (SSE), embodying the spirit of accountability and enhancing transparency in management, thereby enabling schools to fulfil the responsibility of providing quality education.

1.2 Starting from the 2022/23 school year, EDB has launched the enhanced School Development and Accountability framework (enhanced SDA framework) to further bolster the accountability of staff in publicly-funded schools in providing quality school education. Under the enhanced SDA framework, schools are expected to focus more on the seven learning goals¹ when conducting the SSE. They should focus on student learning outcomes and use various SSE data and information in an integrative manner to holistically evaluate the effectiveness in fostering students’ whole-person development. To support schools in implementing the SSE under the enhanced SDA framework, EDB has been providing professional development activities for schools. They include briefing sessions for school sponsoring bodies to explain the key concepts and measures of the enhanced SDA framework, workshops on “The enhanced School Development and Accountability framework” for all publicly-funded primary and secondary schools (including special schools), and online self-learning courses for school managers and teachers to understand how to implement the enhanced SDA framework, so as to raise the effectiveness of the SSE. At the same time, EDB has introduced revised SSE tools for schools, such as the Key Performance Measures (KPM) and the Assessment Program for Affective and Social Outcomes (3rd Version) (APASO). Following the implementation of the enhanced SDA

¹ Seven learning goals of primary education: national identity, proper values and attitudes, knowledge of Key Learning Areas (KLAs), language skills, generic skills, reading and information literacy, and healthy lifestyle.

Seven learning goals of secondary education: national and global identity, breadth of knowledge, language proficiency, generic skills, information literacy, life planning, and healthy lifestyle.

framework, starting from the 2023/24 school year, EDB has also uploaded the concluding chapter of External School Review (ESR) reports to the EDB website, and encouraged schools to upload the full ESR reports to their school websites for public perusal, enhancing transparency and accountability in the spirit of school-based management.

1.3 The Quality Assurance Division of EDB conducts inspections (including ESR and focus inspections) in a “school-specific and focused” manner to validate schools’ SSE performance and provide feedback and suggestions for improvement, with the aim of facilitating schools’ continuous development. In the 2023/24 school year, EDB conducted inspections in 235 primary, secondary and special schools (refer to Appendices 1 and 2). This report summarises the major findings and areas of concern identified in the inspections and makes recommendations for improvement for the education sector’s reference.

Chapter 2 Major Inspection Findings

2.1 Schools make good use of resources to implement key tasks, with the enthusiastic support of teachers; to maximise the effectiveness of the SSE cycle, the school management should continue leading their teams to improve the “Planning” work, especially in setting expected outcomes focused on student performance.

2.1.1 The performance of schools in planning varies. Most schools align their development directions and work with educational trends and use various SSE information and data to identify students’ needs, such as leading a healthy lifestyle, enhancing the sense of national identity and strengthening self-directed learning capabilities. When planning the work of the next development cycle, a few schools select appropriate subscales from APASO related to students’ “physical well-being”, in alignment with teacher observations, to understand their habits and daily routines. Some schools reduce the number of examinations to create more space for students and arrange various physical activities before lessons or during recess. These activities, supplemented with reward schemes, help students lead a healthy lifestyle and further support their whole-person development. Most schools involve all teachers in formulating development plans through various channels, such as staff development days and meetings at different levels, ensuring transparency in the decision-making process. Schools also value stakeholders’ opinions, gathering feedback from parents through tea gatherings and regular interviews. Some schools set clear and specific work goals focused on improving student performance, such as building pre-lesson preparation habits or developing the positive values and attitudes of “love oneself” and “love one’s neighbours”. With clear development goals, the school management can more effectively guide teachers to formulate specific implementation strategies. Through their concerted efforts, the implementation of key tasks is accelerated, deepened and strengthened, enhancing the effectiveness of the “P-I-E” cycle of the SSE. About half of the schools, however, have not performed well in “Planning”. The main reason is that their goals are not focused on student performance or are too broad, affecting the implementation and effectiveness of the whole SSE process. Even though subject panels and committees actively respond to the major concerns (MCs)

by introducing different measures, their efforts are often scattered, or the foci of the measures vary. This hinders the use of evaluation findings to inform planning at the school level, limiting the effectiveness of the MCs.

2.1.2 Schools perform better in implementing key tasks. They appropriately deploy or tap resources, such as leveraging the community or external stakeholders' capacity to support the implementation of key tasks. Schools generally arrange for teachers professional development activities that align with the development directions of the school, including collaborative lesson planning, peer lesson observations, and related seminars or workshops, to enhance teachers' professional capacity. In some schools, the school management effectively coordinates or promotes collaboration across subject panels and committees, which is conducive to implementing development tasks. For example, in a school with the annual theme "My Aspiration", the learning content of subjects is connected with the curriculum of Life Education; complemented with related workshops and visits provided by the Guidance and Discipline Committee, students' learning experiences within and beyond the classroom are effectively integrated, and their learning is deepened. In some schools, the Moral and Civic Education Committee and other subject panels and committees work in collaboration to organise various activities under the theme of "Proper Attitudes towards Life" to strengthen the cultivation of proper values and attitudes in students.

2.1.3 The performance of schools' evaluation work is acceptable. Most schools collect various types of the SSE information and data, including making reference to the SSE data provided by EDB (e.g. data from the KPM and APASO), devising school-based questionnaires and collating teacher observations, to understand the progress and effectiveness of their work. Certain school-based questionnaires, however, primarily focus on stakeholders' perceptions of the arrangements of activities rather than evaluate the effectiveness of activities against their goals. Some schools effectively utilise administrative information and other related school records, such as student behaviour records, online resource usage data and library loan records, to analyse student performance in relation to the MCs. Nevertheless, during evaluation,

schools tend to report completion of tasks instead of focusing on the expected learning outcomes to evaluate the impact of the key tasks on student learning. The success criteria are often based on the number of activities held or stakeholders' perceptions, failing to integrate various SSE information and data with evidence of student learning to review their performance. Schools are encouraged to pay more attention to learning evidence and focus on reviewing student performance to understand the impact of the related tasks on students. With the implementation of the enhanced SDA framework, some schools have shown a greater awareness of utilising and analysing data. For example, the qualitative data from teacher observations as well as student and parent interviews and quantitative data are analysed in an integrative manner and triangulated to gain deeper insight into student performance. It is commendable that some schools effectively utilise the SSE data, meticulously making comparisons of the responses from different stakeholders or the data trends across different student groups over the school years. This approach allows schools to review the effectiveness of their work and address student needs from multiple perspectives, at the whole-school level and across different key stages. In sum, schools need to further enhance their ability to utilise and interpret the SSE data, and focus their evaluation on student performance to accurately gauge the effectiveness of their work. This would inform planning for the next stage, thereby facilitating continuous improvement.

2.2 Schools offer diverse learning experiences within and beyond the classroom, with an emphasis on nurturing students' self-learning abilities and habits; curriculum planning for junior secondary (JS) level needs to be refined and optimised as early as possible.

2.2.1 Schools keep their curricula abreast of the times, aligning with EDB's newly introduced or revised curriculum guides and frameworks, such as the Curriculum Guide for Special Schools (Pilot Version) and the Primary Humanities and Science (Primary 1 – 6) curriculum frameworks. Schools also continuously refine their holistic curriculum planning according to school contexts and student needs. With society and school life resuming normalcy in full, schools strive to provide students with richer and more comprehensive learning experiences this school year.

These include an increased number of experiential learning activities, such as service learning, local visits, Mainland study tours and overseas exchanges, enabling students to “not only read thousands of books but also walk thousands of miles”, and deepening their learning within the classroom.

2.2.2 Primary schools generally implement the primary education curriculum appropriately in accordance with the curriculum guides. They also continue to respond to the major renewed emphases released in recent years and advance the promotion of values education, STEAM education and information literacy within and beyond the classroom. In line with the full implementation of life planning education at the upper primary level by the 2024/25 school year, most primary schools have already launched and appropriately planned the related work based on the Framework of Implementation Strategies on Life Planning Education for Primary Schools, including arranging learning activities for students to understand themselves and explore their aspirations. For example, the “One Student, One Job” programme is introduced to let students gain an understanding of job requirements and develop career-related skills through writing job application letters. Another school also holds “Small Stories, Big Achievements” sharing sessions, inviting guest speakers from different professions to share their growth journeys, career-related information and anecdotes. These sharing sessions help students reflect on their interests, learn about different occupations and explore personal aspirations, enabling them to prepare for the future.

2.2.3 In secondary schools, measures to optimise the four senior secondary (SS) core subjects have been steadily implemented across all three SS year levels this school year. Schools have utilised the released time to cater for students’ diverse abilities, interests and needs, such as introducing more elective subjects (including Applied Learning courses), incorporating the Extended Parts of Mathematics into the regular school timetable, and providing diverse learning experiences in areas like reading, aesthetic and physical development, and life planning. In general, schools’ implementation of the SS Citizenship and Social Development (CS) subject is in good order, including teaching in accordance with the sequence of the three themes and their key learning focuses. Regarding CS Mainland study tours, schools can mostly arrange

appropriate learning activities, such as pre-tour information collection and post-tour presentation and sharing, helping students deepen their understanding of our country's history, culture and technological development. Schools can largely implement the JS Chinese History subject in an orderly manner, fully covering the learning content of the nine historical periods. A small number of schools pilot the Citizenship, Economics and Society subject. Similar to the previous school year, the curriculum planning for the JS level remains unsatisfactory. Taking the Personal, Social and Humanities Education (PSHE) KLA as an example, the JS curriculum of over half of the schools fails to adequately cover the learning content of all the strands this school year, in particular the core elements in Strand 5 “Resources and Economic Activities” and Strand 6 “Social Systems and Citizenship”. For the Technology Education (TE) KLA, while the core learning elements of “Information and Communication Technology” are generally well covered, most schools do not appropriately include the core learning content of “Strategies and Management”. Schools need to strengthen curriculum leadership and refine and optimise holistic curriculum planning as early as possible to ensure that the JS curriculum is broad and balanced, helping students build a solid knowledge foundation for a smooth interface with the SS curriculum.

2.2.4 Most schools have adopted developing students' self-directed learning capabilities as an MC, integrating related elements into the various aspects of “learning, teaching and assessment”. Schools put great emphasis on cultivating students' reading habits and interests, with many making it a key task, in order to develop students' Reading to Learn abilities. To foster a reading atmosphere, schools organise reading lessons and thematic reading activities, and arrange students to share their reading outcomes. Furthermore, some schools promote Reading across the Curriculum, enabling students to integrate knowledge across disciplines. For example, adopting “Water” as the theme of project learning, the panels of Chinese Language, English Language and General Studies work together to provide various reading materials for students and help them apply their learning from different subjects to design and create a water quality monitoring device, with a view to enhancing their learning-to-learn abilities. Another example is the collaboration between the Chinese Language and General Studies panels. By leveraging the school's “eco-garden”, teachers encourage

students to read books on topics such as animals and marine life to broaden the scope and deepen the depth of their reading. Schools also capitalise on their experience in electronic learning and teaching accumulated in recent years to arrange different learning activities and incorporate elements of information literacy into the curriculum with reference to the “Information Literacy for Hong Kong Students” Learning Framework. This helps enhance students’ information literacy and their awareness of e-safety, nurturing the qualities of self-directed learners. In terms of assessment, the incorporation of elements such as self-planning, improving, self-evaluating and reviewing into project learning or cross-disciplinary inquiry-based activities by many schools is also effective in developing students’ self-directed learning capabilities.

2.2.5 For implementing self-directed learning in the classroom, teachers actively foster students’ self-directed learning capabilities during the learning and teaching process through, for example, assigning pre-lesson preparation tasks, teaching note-taking techniques and introducing higher-order thinking tools. These help students develop good learning habits and master different self-learning strategies. Most students complete their pre-lesson preparation tasks conscientiously. However, only a small number of students take the initiative to ask questions or independently summarise key learning points to take charge of their own learning. Building on the fruitful results achieved in e-learning during the pandemic, most schools continue to use mobile electronic devices and applications to facilitate classroom interaction and make learning more enjoyable. Both teachers and students generally demonstrate proficient information technology skills. Teachers mostly assign different pre-lesson preparation tasks, such as completing e-assignments or watching instructional videos, which allow students to preliminarily prepare for and grasp the lesson content, and start the lesson by reviewing the outcomes of pre-lesson preparation. After class, teachers also upload learning materials to e-learning platforms to consolidate and extend student learning.

2.2.6 During the lesson, teachers make due efforts to adopt “student-centred” pedagogies. For example, through questioning and group activities, students are given more opportunities for “active participation” and “active demonstration”, which

allows them to display their learning outcomes and enhance their self-efficacy. However, as observed in the lesson, teachers' questions are mainly for checking students' understanding, lacking depth and structure, thus failing to improve students' thinking skills or fully cater for learner diversity. While teachers' feedback is in general timely and positive, some teachers are not able to prompt students to improve or deepen their learning in response to their answers or performance in presentations. For example, when following up on students' answers, some teachers immediately provide the correct answers or swiftly invite another student to respond. Teachers should give clues, ask probing questions, reframe the questions, and provide sufficient time for students to discuss, supplement or clarify their answers, thereby helping them construct knowledge progressively. Besides, the design of some group activities is rather rudimentary, for instance, focusing mainly on answer-checking or requiring superficial discussion and fragmented collaboration; thus it is possible for students to complete the tasks on their own. The expected outcomes of cooperative learning, such as leveraging collective wisdom or letting the high achievers support their struggling peers, are not yielded.

2.3 National education activities are becoming increasingly diversified, fostering a conducive atmosphere; schools still need to further steer subject panels towards naturally incorporating elements of national security education (NSE) into their learning content, deepening the cultivation of students' sense of national identity and spirit of patriotism.

2.3.1 In alignment with education policies and the implementation of the enhanced SDA framework, schools make due efforts to optimise national education. Most schools have adopted a whole-school approach to plan and implement related work. In many schools, either the vice principal is appointed to serve as the designated coordinator or the principal plays that role directly. This has strengthened the leadership and planning of national education-related work, covering areas such as school administration, learning and teaching, and home-school cooperation. Drawing on the experiences from the past two school years, the school management of around half of the schools can take on leadership and coordination roles, steering teachers

towards the more strategic promotion of national education. This includes clearly stating the requirements for all subject panels to collaboratively promote the NSE during the lesson, monitoring implementation in a timely manner and devising more diversified implementation strategies. Some schools have specific development goals and are able to focus on student performance when setting the expected learning outcomes. To engage parents, alumni and other stakeholders in the promotion of national education, schools organise seminars on related themes as their key strategy. A small number of schools arrange parent-child local or Mainland study tours to help parents deepen their understanding of our country's history and culture. A few schools effectively leverage alumni resources by, for example, having alumni studying at Mainland universities present to students the opportunities for further studies and employment in the Greater Bay Area, and inviting alumni engaged in our country's environmental policies to share with students our country's contributions and achievements in sustainable development.

2.3.2 All along, subjects in both primary and secondary school curricula have covered learning elements related to national education. Regarding Constitution and Basic Law education, the General Studies curriculum of primary schools fully covers relevant core learning elements in general. However, there are omissions in the JS curricula of some secondary schools. For example, the topics related to Hong Kong's development during different periods are not covered in the History subject. For JS Chinese History and SS CS subjects, secondary schools have largely implemented them in an orderly manner.

2.3.3 Teachers' understanding of the NSE is found to be improving. In most primary and secondary schools, the school curricula cover various domains of the NSE, and elements of the NSE have been appropriately integrated into the content of different subjects, with attempts to connect learning with more major fields of national security. The efforts made by schools are commendable. Special schools adjust their curricula, learning and teaching strategies, and assessment modes in accordance with the abilities and needs of their students, providing them with learning experiences related to Chinese culture and the NSE appropriately, thus allowing them to achieve

attainable learning goals. Furthermore, a few secondary schools that perform better have connected STEAM education with the NSE; students not only apply their STEAM-related knowledge in an integrative manner, but also learn about different proper values, such as the importance of safeguarding the nation's food security, science and technology security, and outer space security. However, teachers' mastery of Strand 7 "Major domains of national security" still needs to be strengthened. The lesson design of some teachers merely introduces the definitions of the major fields, or fails to focus on national security precisely. This hinders students' understanding of the content and importance related to the major fields of national security, relevant threats and challenges faced by our country, and ways to safeguard national security and their own responsibility. Regarding learning and teaching strategies, teachers mainly rely on direct instruction to deliver the learning content. They seldom arrange suitable learning and teaching activities to facilitate students' reflection on and understanding of the close connection between national security and their daily lives, or foster their love for our country and sense of shared joys and sorrows. Schools should capitalise on existing professional development platforms to help teachers gain an accurate understanding of the NSE, such as conducting collaborative lesson planning or lesson study. Schools should also review lesson design and monitor implementation in a timely manner to improve the effectiveness of NSE-related work.

2.3.4 Outside the classroom, schools organise a variety of life-wide learning activities related to national education. Through study tours and exchange activities, students' understanding of the nation's culture and development is deepened. Schools generally make good use of the campus environment and space to create an atmosphere conducive to promoting national education, for example, by setting up a "National Education and National Security Education Room" and displaying diverse national education materials. In one school, the library is distinctively designed with decor inspired by the Forbidden City. When participating in the flag-raising ceremony, most students exhibit dignified demeanour, demonstrating their respect for the ceremony. In a majority of schools, following the ceremony, "Speech under the National Flag" is arranged, with content aligned with the key dates indicated on the "National Education – Event Planning Calendar". Some schools invite students to share their experiences

and insights gained from participating in Mainland exchange programmes. Others arrange for all teachers to take turns to conduct sharing, tailoring their speeches based on their subjects and connecting the content with students' daily life experiences. This allows students to understand our country's development from multiple perspectives, fostering their spirit of patriotism.

2.4 Schools promote STEAM education in the direction of “for all”, “for fun” and “for diversity”; the leadership and coordination of related subjects should be strengthened to facilitate their collaboration in planning STEAM education, thereby enhancing students' ability to apply cross-disciplinary knowledge and skills; meanwhile, there is a need to enhance teachers' professional capacity to develop students' innovative thinking.

2.4.1 Schools continue to promote STEAM education following the direction of “for all”, “for fun” and “for diversity”, and have appointed a designated task group or a coordinator to provide students with STEAM learning experiences within and beyond the classroom. Some primary and secondary schools appropriately incorporate elements of values education into the learning activities, such as appreciation of Chinese culture, environmental protection and cultivation of care and empathy. Secondary schools primarily promote STEAM education through the JS curriculum and life-wide learning activities, and connect students' learning with their daily life experiences through devising student-centred STEAM learning activities. Certain secondary schools also incorporate life planning education elements, helping students explore the career pathways in the innovation and technology (I&T) sector, or offering STEAM-related Applied Learning courses to equip students with skills for related occupations. However, the design of some STEAM activities needs to be improved. For example, some activities fail to effectively integrate the knowledge and skills from different disciplines, lack elements of a design cycle, or follow predefined steps, limiting opportunities for inquiry. Most primary and secondary schools are not able to make good use of formative assessments to monitor students' learning progress in a timely manner. Teachers are encouraged to provide more specific feedback during the learning process when students propose solutions for initial designs, conduct tests

or engage in debugging for their continuous improvement. At the same time, teachers should refine assessment design to gain a comprehensive understanding of students' performance in the aspects of knowledge, skills, and values and attitudes.

2.4.2 Aligned with the direction of promoting I&T and popular science, most secondary schools continuously strengthen the elements of I&T in the JS curriculum. Most of them allow students to initially explore the fundamental principles, application and impact of artificial intelligence in the school-based computer lessons, providing more opportunities for them to be engaged in I&T. A secondary school collaborates with the Hong Kong Police Force to produce a 3D computer animation on the theme “Beware of Liars” for raising public awareness of scams. During the process, students apply technology and incorporate artistic elements, demonstrating very good creativity and information literacy. In primary schools, STEAM education activities generally align with topics taught at different year levels. Through diverse and engaging learning experiences, students are provided with preliminary knowledge on related aspects and inquiry-based learning experiences. Building on real-life situations, a primary school that performs better has tasked students with designing an energy-efficient and eco-friendly “cooling home”, which allows them to understand the needs of residents in subdivided flats and cage homes through experiential activities. During the learning process, apart from demonstrating generic skills such as problem-solving skills and creativity, students learn to cherish resources and care for the disadvantaged, manifesting the spirit of humanistic care. All primary schools have strengthened coding education at the upper primary level, mainly through incorporating the related learning elements into school-based computer lessons. These lessons enhance students' understanding of I&T development, including robot programming and the evolution of national maritime technology, and also provide opportunities for students to apply their coding knowledge. Furthermore, some activities appropriately incorporate values education elements.

2.4.3 Beyond the classroom, most primary and secondary schools organise whole-school STEAM activities or competitions of reasonable quality and scale. To stretch the potential of students who are interested or excel in STEAM education, they

also provide both in-school and off-school training opportunities, or arrange for them to participate in research projects or coding-related courses organised by external organisations. However, schools still need to strengthen the role of STEAM coordinators in curriculum leadership so that they could set clear development directions and strategies for STEAM education, and facilitate collaboration among subject panels and committees. Teachers' professional capacity should also be continuously enhanced to improve their understanding of I&T development, thereby refining the design of STEAM learning activities to foster students' innovative thinking. Building on the current foundation, schools could better utilise their school-based talent pools to strengthen gifted education for "talent search and development", helping cultivate more I&T talents for both our country and Hong Kong in the long run.

2.5 Schools place increasing importance on students' physical and mental well-being, making due efforts to help them lead a healthy lifestyle; schools need to steer their teams towards continuously reviewing and refining assessment and homework policies to create more space for students' balanced development.

2.5.1 Both primary and secondary schools emphasise the cultivation of proper values and attitudes, commonly setting it as an MC. Related work is carried out through an integration of classroom learning, practical experiences and learning environment, generally encompassing all priority values and attitudes. Beyond subject learning, many schools offer school-based moral education lessons, tailoring the learning content to cater for the developmental needs of students at different year levels and devising teaching plans that are closely linked to students' life experiences. To deepen the development of students' good character as well as physical and mental health, some teachers adopt learning and teaching activities such as questioning, group discussion and presentation in a timely manner. These activities enable students to share and reflect on how to uphold proper values, maintain an optimistic outlook, make sound judgements, and behave sensibly. Schools work hard to cultivate a positive campus atmosphere by using diverse strategies. For example, they help teachers and students build positive interpersonal relationships through classroom management

activities, including different kinds of inter-class competitions. A school has composed a theme song related to school-based values education to foster an atmosphere of care and unity, effectively enhancing students' sense of well-being. Schools promote the learning and practice of positive behaviour through various platforms such as services in school, volunteer activities outside school and leadership training programmes. They also provide ample opportunities to nurture students and cultivate their talents through, for instance, arranging for them to share stories of good deeds during morning assemblies or experience the work of school janitors. These arrangements help students develop proper values and attitudes, such as gratitude, respect and empathy. Efforts are made by boarding sections in special schools to help boarders develop healthy eating habits and equip them with life skills for future integration into the community through reward schemes, nursing services and daily routine practices. Boarding sections maintain close communication with parents. For example, to enable parents to better understand their children's learning progress and daily situation in the boarding section, "Heart-warming Growth Journals" are developed to record the various anecdotes of students' lives, fostering home-school cooperation in supporting students' growth needs.

2.5.2 In alignment with EDB's policies, primary and secondary schools organise various types of activities to strengthen the promotion of students' mental health. Some schools place particular emphasis on students' emotional management, teaching them to relax in a timely manner and practise self-care through activities such as mindfulness sessions and art creation experiences. Schools actively strive to enhance the health culture on campus. For example, they put in place additional exercise periods beyond regular physical education lessons, open sports facilities outside the regular timetable, or introduce new sports such as floorball and sepak takraw through leveraging external resources, with the aim of developing students' interest in and habits of doing regular exercise. Some schools make due efforts to create more space for students through reviewing their overall curriculum planning or assessment policies to ensure that students have sufficient rest and leisure time. For instance, they flexibly schedule the timetables by dedicating afternoon sessions to tutorial classes, co-curricular activities or life-wide learning activities. A few primary schools also

strengthen the use of different modes of formative assessment by, for instance, introducing “No Homework Day” or appropriately reducing the number of assessments for Primary 1 students. These efforts reduce students’ academic stress and are worth promoting. However, a small number of schools still conduct written tests and examinations in the first term of Primary 1 or require upper primary and SS students to attend regular supplementary lessons outside school hours. These situations warrant attention. Respective schools should review their school-based assessment and homework policies as well as supplementary lesson arrangements without delay to avoid imposing unnecessary learning pressure on students. They should also plan and implement measures that promote students’ physical and mental health more systematically to foster their whole-person development.

Chapter 3 Concluding Remarks and Way Forward

3.1 The school management should guide teachers to refine the SSE work and JS curriculum planning; they should also create space for students' healthy growth and balanced development.

3.1.1 The school management should devise clear and specific development targets to facilitate the onward formulation of implementation strategies and evaluation work that align with the expected student learning outcomes, thereby enhancing the effectiveness of the SSE. For teachers across different ranks, the school management should also strengthen their ability to interpret data, enabling them to make integrative use of both qualitative and quantitative SSE information and data for analysis, review work effectiveness and student needs from multiple perspectives, and conduct evaluation in a precise and comprehensive manner. This would provide feedback to inform school-level planning, collectively driving schools' continuous development and improvement.

3.1.2 Schools need to strengthen the curriculum leadership at the JS level by steering the teaching team to refine and optimise the overall curriculum planning as early as possible to ensure that the curriculum is broad and balanced, in particular, the core elements in Strand 5 "Resources and Economic Activities" and Strand 6 "Social Systems and Citizenship" in the PSHE KLA, and the learning content in the "Strategies and Management" knowledge domain in the TE KLA. This would help students build a solid knowledge foundation for learning at the SS level.

3.1.3 While enhancing student learning within the classroom, schools should also create space for students beyond the classroom, including devising appropriate assessment and homework policies to prevent meaningless and mechanical drilling or supplementary lessons. This would allow students to learn effectively and independently, make good use of their free time to explore their interests, play, read, rest, relax and reduce stress in a timely manner, and establish positive interpersonal relationships with their peers, thereby enhancing their sense of well-being and developing resilience to face future challenges.

3.2 The promotion of national education and STEAM education requires ongoing effort; building upon the existing foundation, the school management should strengthen planning, coordination and monitoring, and enhance teachers' professional capacity.

3.2.1 The school management should continuously refine the planning and coordination of national education and the implementation strategies, including optimising Constitution and Basic Law education at the JS level and leveraging existing professional development platforms to enhance understanding of the NSE among teachers across different ranks. The school management should also review the lesson design related to the NSE and its implementation in a timely manner to deepen the cultivation of students' sense of national identity and awareness of national security, with a view to strengthening their affection for and sense of belonging to our country.

3.2.2 Schools should continue to strengthen the planning, coordination and monitoring of STEAM education, including setting development targets and devising strategies for STEAM education, promoting collaboration among subject panels and committees, refining the design of STEAM learning activities, and optimising the planning of teachers' professional development to enhance their capabilities to help students apply cross-disciplinary knowledge and skills in an integrative manner. These efforts would develop students' innovative thinking, thus cultivating more I&T talents for both our country and Hong Kong.

Appendix 1 Schools Undergoing External School Review in the 2023/24 School Year

Primary School

Aldrich Bay Government Primary School
Carmel Leung Sing Tak School
CCC Heep Woh Primary School (Cheung Sha Wan)
CCC Kei Tsz Primary School
Cumberland Presbyterian Church Yao Dao Primary School
Fung Kai Liu Yun-Sum Memorial School
HKMLC Ming Tao Primary School
HKMLC Primary School
Holy Angels Canossian School
Holy Cross Lutheran School
Hong Kong Baptist Convention Primary School
Hop Yat Church School
Lions Clubs International Ho Tak Sum Primary School
NTW&JWA Leung Sing Tak Primary School
PLK Chong Kee Ting Primary School
Po On Commercial Association Wan Ho Kan Primary School
Precious Blood Primary School (South Horizons)
Sai Kung Central Lee Siu Yam Memorial School
Sha Tin Wai Dr. Catherine F. Woo Memorial School
SKH Chu Yan Primary School
SKH Holy Cross Primary School
SKH Kei Lok Primary School
SKH St. Peter's Primary School
SKH Tsing Yi Chu Yan Primary School
SKH Yan Laap Primary School

SKH Yautong Kei Hin Primary School
St. Patrick's Catholic Primary School (Po Kong Village Road)
STFA Ho Yat Tung Primary School
Tseung Kwan O Catholic Primary School
Tseung Kwan O Government Primary School
Tsuen Wan Government Primary School

Secondary Schools

Assembly of God Hebron Secondary School
Buddhist Kok Kwong Secondary School
Carmel Holy Word Secondary School
CCC Fung Leung Kit Memorial Secondary School
CCC Yenching College
Cheung Chuk Shan College
Christian Alliance College
CNEC Lau Wing Sang Secondary School
Henrietta Secondary School
HHCKLA Buddhist Ma Kam Chan Memorial English Secondary School
HKSyc&IA Wong Tai Shan Memorial College
Kwok Tak Seng Catholic Secondary School
Lok Sin Tong Young Ko Hsiao Lin Secondary School
Methodist Church HK Wesley College
Ng Yuk Secondary School
Po Kok Secondary School
Sacred Heart Canossian College
Shek Lei Catholic Secondary School
Shun Lee Catholic Secondary School
SKH Tsang Shiu Tim Secondary School

Stewards Pooi Tun Secondary School

STFA Yung Yau College

The Mission Covenant Church Holm Glad College

TIACC Woo Hon Fai Secondary School

Tin Shui Wai Methodist College

TWGHs Kap Yan Directors' College

Valtorta College

Wellington Education Organization Chang Pui Chung Memorial School

YCH Lim Por Yen Secondary School

Yuen Long Public Secondary School

Special Schools

Caritas Lok Yi School

Caritas Resurrection School

Hong Chi Morningjoy School, Yuen Long

Hong Kong Red Cross Hospital Schools

PLK Law's Foundation School

Sam Shui Natives Association Lau Pun Cheung School

TWGHs Kwan Fong Kai Chi School

Appendix 2 Schools Undergoing Focus Inspection in the 2023/24 School Year

Primary Schools

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

Aberdeen St. Peter's Catholic Primary School

Alliance Primary School, Tai Hang Tung

Baptist Lui Ming Choi Primary School

Bishop Walsh Primary School

CCC Chun Kwong Primary School

CCC Kei Wa Primary School (Kowloon Tong)

CCC Kei Wai Primary School (Ma Wan)

Central & Western District St. Anthony's School

Chan Sui Ki (La Salle) Primary School

Chan's Creative School (Hong Kong Island)

Cheung Sha Wan Catholic Primary School

Chinese Methodist School, Tanner Hill

Ching Chung Hau Po Woon Primary School

Chiu Yang Por Yen Primary School

Christian & Missionary Alliance Sun Kei Primary School

Delia (Man Kiu) English Primary School

Fanling Government Primary School

FDBWA Chow Chin Yau School

Fuk Wing Street Government Primary School

HKBU Affiliated School Wong Kam Fai Secondary & Primary School

HKFEW Wong Cho Bau School

Hon Wah College

Immaculate Heart of Mary School

Iu Shan School

King's College Old Boys' Association Primary School
Kowloon Bay St. John The Baptist Catholic Primary School
Kowloon City Baptist Church Hay Nien (Yan Ping) Primary School
Kowloon Tong Government Primary School
Li Cheng Uk Government Primary School
Ling Liang Church Sau Tak Primary School
Lingnan University Alumni Association (Hong Kong) Primary School
Lok Sin Tong Yeung Chung Ming Primary School
Ma Tau Chung Government Primary School
Ma Tau Chung Government Primary School (Hung Hom Bay)
Methodist School
Oblate Primary School
PLK Chee Jing Yin Primary School
PLK Horizon East Primary School
PLK Riverain Primary School
PLK Stanley Ho Sau Nan Primary School
POH Chan Kwok Wai Primary School
Queen Elizabeth School Old Students' Association Primary School
S.R.B.C.E.P.S.A. Lu Kwong Fai Memorial School
Sacred Heart Canossian School
Sai Kung Sung Tsun Catholic School (Primary Section)
Sau Mau Ping Catholic Primary School
Sir Ellis Kadoorie (Sookunpo) Primary School
SKH Chai Wan St. Michael's Primary School
SKH Good Shepherd Primary School
SKH Holy Carpenter Primary School
SKH Ka Fuk Wing Chun Primary School
SKH Kei Wing Primary School

SKH Ling Oi Primary School

St. Patrick's School

St. Rose of Lima's School

Tai Kok Tsui Catholic Primary School (Hoi Fan Road)

Tai Po Government Primary School

The ELCHK Faith Lutheran School

The Little Flower's Catholic Primary School

The Salvation Army Lam Butt Chung Memorial School

Tin Shui Wai Catholic Primary School

Tin Shui Wai Methodist Primary School

Tsuen Wan Chiu Chow Public School

Tsuen Wan Public Ho Chuen Yiu Memorial Primary School

Tsz Wan Shan Catholic Primary School

Tung Koon School

Wong Tai Sin Catholic Primary School

Yaumati Catholic Primary School (Hoi Wang Road)

YL Long Ping Estate Tung Koon Primary School

Secondary Schools

Aberdeen Technical School

Buddhist Ho Nam Kam College

Buddhist Hung Sean Chau Memorial College

Buddhist Tai Kwong Chi Hong College

Caritas Ma On Shan Secondary School

Caritas Tuen Mun Marden Foundation Secondary School

Caritas Yuen Long Chan Chun Ha Secondary School

Carmel Pak U Secondary School

CCC Fong Yun Wah Secondary School

CCC Hoh Fuk Tong College
CCC Kei Yuen College
CCC Kwei Wah Shan College
CCC Ming Yin College
CCC Rotary Secondary School
Cheng Chek Chee Secondary School of SK&HH District N.T.
Cheung Chau Government Secondary School
Chiu Chow Association Secondary School
Chong Gene Hang College
Christian Alliance Cheng Wing Gee College
Christian Alliance S W Chan Memorial College
Cognitio College (Kowloon)
Creative Secondary School
CSBS Mrs Aw Boon Haw Secondary School
De La Salle Secondary School NT
ELCHK Lutheran Secondary School
Evangel College
Fung Kai Liu Man Shek Tong Secondary School
Fung Kai No. 1 Secondary School
Heung To Middle School (Tin Shui Wai)
HHCKLA Buddhist Leung Chik Wai College
HKCWC Fung Yiu King Memorial Secondary School
HKFEW Wong Cho Bau Secondary School
HKTA Ching Chung Secondary School
HKTA The Yuen Yuen Institute No. 1 Secondary School
HKTA The Yuen Yuen Institute No. 2 Secondary School
HKUGA College
Ho Dao College (Sponsored by Sik Sik Yuen)

Holy Family Canossian College
Hong Kong Red Swastika Society Tai Po Secondary School
Hong Kong True Light College
Jockey Club Government Secondary School
Jockey Club Man Kwan EduYoung College
Kowloon Technical School
Kowloon True Light School
Ling Liang Church M H Lau Secondary School
Lingnan Hang Yee Memorial Secondary School
Lingnan Secondary School
Lok Sin Tong Ku Chiu Man Secondary School
Lok Sin Tong Wong Chung Ming Secondary School
Lok Sin Tong Yu Kan Hing Secondary School
Lui Cheung Kwong Lutheran College
Madam Lau Kam Lung Secondary School of Miu Fat Buddhist Monastery
Marymount Secondary School
Methodist Lee Wai Lee College
New Asia Middle School
Ng Wah Catholic Secondary School
Ning Po College
PLK Lo Kit Sing (1983) College
PLK No.1 WH Cheung College
PLK Tong Nai Kan Junior Secondary College
Po Chiu Catholic Secondary School
Pooi To Middle School
Pope Paul VI College
Q.E.S. Old Students' Association Tong Kwok Wah Secondary School
Queen Elizabeth School

Rhenish Church Pang Hok-Ko Memorial College
Salesian English School
San Wui Commercial Society Secondary School
Sha Tin Government Secondary School
Shatin Tsung Tsin Secondary School
Shau Kei Wan Government Secondary School
Sir Ellis Kadoorie Secondary School (West Kowloon)
SKH Li Fook Hing Secondary School
SKH St. Simon's Lui Ming Choi Secondary School
St. Joan of Arc Secondary School
St. Louis School
St. Mark's School
St. Mary's Canossian College
St. Peter's Secondary School
STFA Seaward Woo College
Tai Po Sam Yuk Secondary School
Tin Ka Ping Secondary School
True Light Girls' College
Tuen Mun Catholic Secondary School
Tung Chung Catholic School
TWGHs Chang Ming Thien College
TWGHs Lo Kon Ting Memorial College
TWGHs Mrs Wu York Yu Memorial College
TWGHs Wong Fut Nam College
TWGHs Yau Tze Tin Memorial College
TWGHs Yow Kam Yuen College
Wah Yan College, Hong Kong
YPI & CA Lee Lim Ming College

Yu Chun Keung Memorial College No. 2

Special Schools

Lutheran School for The Deaf

Rotary Club of HK Island West Hong Chi Morninghope School

SAHK B M Kotewall Memorial School

Society of Boys' Centres Hui Chung Sing Memorial School