Inspection Annual Report
2022/23

Quality Assurance Division
Education Bureau

Contents

Chapter 1   Introduction

1.1   The Education Bureau (EDB) introduced the "School Development and Accountability (SDA) framework" in the 2003/04 school year to promote school-based management and school self-evaluation (SSE) through the "Planning-Implementation-Evaluation" (P-I-E) cycle for continuous improvement and development, and enhanced accountability and transparency.   This embodies the spirit of school-based management and helps schools fulfil their responsibility of providing quality education.   To enhance the effectiveness of the SSE and give impetus to the improvement of student learning outcomes as the core of the SDA framework, EDB implemented the "enhanced SDA framework" starting from the 2022/23 school year, under which schools should focus more on the seven learning goals in conducting the SSE and holistically evaluate their effectiveness in nurturing the desired qualities in students with the integrative use of various information and data.

1.2   The Quality Assurance Division of EDB conducts inspections (including External School Review (ESR) and Focus Inspection (FI)) in a "school-specific and focused" manner to validate school performance in the SSE, providing schools with feedback and recommendations for improvement.   In the 2022/23 school year, EDB conducted ESR and FI in a total of 251 primary, secondary and special schools (see Appendices).   This report summarises the major findings of these inspections and the areas of concern, and makes recommendations for improvement for schools' reference.

Chapter 2   Major Inspection Findings

2.1   Schools generally understand the concept of the SSE and can appropriately deploy resources in carrying out development work, but they have yet to focus on students' learning performance and enhance their capability in using the SSE data

2.1.1   The school management[1] in general understands the concept of the SSE and strives for improvement.   Most of them provide different channels for the school personnel to participate in the deliberation of development plans, tapping collective strength and wisdom and ensuring transparency in the process.   They are generally able to draw up appropriate directions for development by tying in with the trends in education, school context and students' needs.   Middle managers in subject panels and committees come up with relevant implementation strategies correspondingly and lead their panels or committees in carrying out their work.   However, the goals that some schools set for their major concerns (MCs) are not closely linked to student performance.   Some of them are too broad, not only making it difficult to achieve and measure, but also hindering the formulation of focused implementation strategies, thereby affecting the effectiveness of the SSE cycle.

2.1.2   The school management works with parents, alumni or external organisations, and appropriately deploys and taps various resources to tie in with the implementation of the school's MCs.   Most schools can arrange suitable professional development activities to help teachers grasp the relevant concepts and methods for effective implementation of the development plans.   However, the school management is seldom able to coordinate or promote collaboration among subject panels and committees in an effective manner, or provide timely feedback on the implementation of related work in the classroom to the parties involved, thereby affecting the overall effectiveness.   The school management should strengthen its monitoring role to better support teachers to effectively carry out relevant tasks.

2.1.3   By and large, schools collect various SSE information and data, such as Key Performance Measures, Stakeholder Survey and teacher observation, to understand the implementation and effectiveness of various work plans.   However, they often focus too much on reporting the progress of their work, the implementation details or number of

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[1] The school management in general refers to the School Management Committee / Incorporated Management Committee, school heads and deputy heads

participants when conducting the review, without focusing on assessing student performance with the integrative use of the SSE data. Schools have yet to strengthen the use of the SSE data to ensure an accurate evaluation of work effectiveness, provide feedback for planning, and promote continuous development through the SSE cycle.

2.2 Schools provide rich and diverse learning experiences in response to students' needs and in line with trends in curriculum development, but have to enhance curriculum planning at the junior secondary (JS) level to ensure a balanced curriculum

2.2.1   Schools plan the curriculum according to the school mission, trends in education and students' needs, nurturing in students the desired qualities as set out under the seven learning goals of primary and secondary education both in and outside the classroom by adopting a "co-ordinated" approach. Building on kindergarten education, primary schools properly implement the primary education curriculum and are committed to helping students develop their abilities and interests. They continue to improve the school curriculum in alignment with the major renewed emphases in the Primary Education Curriculum Guide (Pilot Version) (2022), and step up their effort in the promotion of values education, STEAM education and media and information literacy, helping students lay a solid foundation for a steady progression onto secondary education. Over the past three school years, despite the challenges brought by the pandemic on student learning, schools have been able to respond in a timely manner, adopting appropriate modes of teaching to continue to provide learning experiences for their students in and outside the classroom. As the pandemic subsides this school year, schools have gradually resumed local or cross-border life-wide learning activities to help students extend their learning beyond the classroom and broaden their horizons.

2.2.2   Overall speaking, curriculum planning at the JS level still needs improvement. Similar to the inspection findings last year, relevant core elements of the Personal, Social and Humanities Education (PSHE) Key Learning Area (KLA) and Technology Education (TE) KLA are not adequately covered in a number of schools. Most of them need to reinforce the learning content of Strand 3 "Culture and Heritage", Strand 5 "Resources and Economic Activities" and/or Strand 6 "Social Systems and Citizenship" in the PSHE KLA. For the TE KLA, there are obvious omissions in the knowledge context of "Strategies and Management". A small number of schools offering business learning at the JS level only cover part of the core learning elements under the knowledge context of "Strategies and

Management", and instead inappropriately bring forward the teaching of the double entry system in Business, Accounting and Financial Studies at the senior secondary (SS) level before students have established a solid foundation. Curriculum leaders have to holistically review and enhance the overall curriculum planning at the JS level to ensure broad and balanced learning experiences for students and a solid foundation of knowledge for their future learning. Leveraging the opportunity brought by the "Optimisation of the Four SS Core Subjects", schools in general adopt a student-focused approach and gradually make use of the lesson time released to provide more elective subjects and courses in other languages or music, and also arrange the Extended Part of SS Mathematics within the regular timetable, catering for the diverse learning needs of students.

2.2.3   This is the second year since the launch of Citizenship and Social Development at the SS level and the curriculum is being steadily implemented. Schools are generally able to plan their curriculum in alignment with the Citizenship and Social Development Curriculum and Assessment Guide, covering the themes and learning focuses as prescribed in the curriculum in an orderly manner. Learning and teaching resources are mostly drawn from EDB resources or textbooks issued by publishers, and the content of the materials is objective and impartial. Teachers can mostly bring out the learning focuses and relevant positive values and attitudes appropriately in lessons. While learning and teaching strategies are fairly diversified, teachers need to improve the activity design, their feedback and lesson conclusion in order to help students consolidate and deepen their learning.

2.3   A "co-ordinated" approach is adopted in promoting national education within and beyond the classroom; however, stronger leadership and coordination is needed to enhance students' understanding of our country, their sense of national identity and application of relevant values, cultivating an affection for and a sense of belonging to our country

2.3.1   In line with the latest policies on national education, schools appoint designated coordinators to lead the planning of related work. National education is strengthened both within and beyond the classroom through a "multi-pronged and co-ordinated" approach, enhancing students' sense of national identity and awareness of safeguarding national security. Schools generally plan school-based national education activities with reference to the key dates on EDB's "National Education – Event Planning Calendar", helping create meaningful contexts and learning experiences for instilling in students an

affection for our country and Hong Kong. Some schools mobilise support from staff, parents, alumni and other stakeholders to jointly promote national education, with the principal or vice principal leading and coordinating relevant work that covers different domains such as school policies, subject learning, life-wide learning activities, atmosphere building and teacher professional development, and are moving towards a whole-school approach in their implementation.

2.3.2   Schools have developed a heightened awareness of promoting national education, although they still need to strengthen the overall leadership, coordination and monitoring. A small number of schools are able to focus on student performance and set specific expected learning outcomes in their planning, effectively using the SSE cycle for continuous development of their work on national education. However, when evaluating work effectiveness, schools focus more on reporting the progress, and less on collecting and reviewing qualitative data like students' post-activity reflections, or comprehensively reviewing the survey results on national identity from the Assessment Program for Affective and Social Outcomes. This has undermined the effectiveness of the SSE in promoting continuous school development. In the past year, the newly-appointed designated coordinators and/or teams are still figuring out their roles and responsibilities, and there is room for improvement in their function of leading the whole school in the strategic planning and monitoring of national education, including formulating specific goals for development in accordance with school context, strengthening the collaboration among subject panels and committees, providing feedback on the integration of national security education in various subjects, and understanding the implementation in class in a timely manner.

2.3.3   Learning elements related to national education have all along been embedded in different subjects of the primary and secondary education curricula. The Revised Curriculum Framework of JS Chinese History has been fully implemented at the JS level this school year. Schools can make appropriate planning with reference to the curriculum guide, and most of them have fully covered the learning content of various historical periods, enabling students to learn about the history of our country from the perspectives of political evolution, cultural features and the development of Hong Kong. As for Constitution and Basic Law education at the JS level, there is still an inadequate coverage of relevant learning elements in a number of schools, making it unfavourable for students to gain an accurate understanding of "One Country, Two Systems", the constitutional order and other related concepts from different perspectives. As mentioned above, the

implementation and delivery of Citizenship and Social Development at the SS level is in line with the curriculum, helping SS students enhance their national identity and become a new generation with an affection for our country and Hong Kong.

2.3.4　　This school year sees the full implementation of national security education. Schools make reference to the "Curriculum Framework of National Security Education in Hong Kong" when planning and reviewing their curriculum, most of which covers all eight strands of national security education and tries to naturally integrate the learning elements of national security education into related topics in different subjects.　Admittedly, schools are still exploring ways to effectively implement national security education. Some subjects have yet to focus on the perspective of national security, or make use of relevant topics or learning content to help students understand the content and important spirit of national security education, such as the threats and dangers faced by our country, and the significance of and ways to safeguard national security.　In terms of classroom teaching, teachers focus on imparting knowledge but seldom connect it to students' life experience or create contexts to effectively help students understand how national security relates to them in different situations; learning and teaching activities such as sharing, discussion and reflections are also rarely used to enhance students' awareness of threats and dangers and thus the responsibility to safeguard national security.　The school management and the designated coordinator and/or teams have the responsibility to understand and monitor the implementation of national security education in a timely manner, and to provide support, advice and guidance specific to each subject.　Besides, schools have to strengthen the professional leadership of curriculum leaders and teachers' mastery of national security education in order to deepen the work on cultivating students' sense of national identity effectively.

2.3.5　　Outside the classroom, schools organise a rich variety of life-wide learning activities, including Chinese Culture Week, movie appreciation, local visits and Mainland study tours, which stimulate students' interest in learning about the history and culture of our country, and enhance their sense of national identity.　Some schools create an atmosphere conducive to the promotion of national education through diversified strategies.　They have set up flag-raising teams or appointed national education student ambassadors, added displays with traditional Chinese cultural elements on campus, arranged "speech under the national flag", etc.　During the flag-raising ceremony, the flag bearers look valiant while most students show respect and appropriate etiquette, displaying due solemnity.　When the national anthem is played and sung, however, the voice is

slightly weak.   Schools need to help students form a habit of singing the national anthem with confidence.   They should also continue to adopt a "multi-pronged" approach to enhance students' understanding of our country and their sense of national identity. Different opportunities should be provided for students to fulfil their national responsibilities, cultivating an affection for and sense of belonging to our country.

2.4   Schools place a great emphasis on STEAM education and employ diversified strategies to develop students' self-directed learning (SDL) abilities; meanwhile, primary schools need to strengthen the review of school-specific circumstances and draw up implementation plans on life planning education (LPE)

2.4.1   In line with the trends in curriculum development and advancement in information technology, schools attach importance to and have been promoting STEAM education on a regular basis.   Most of them assign coordinators and teams to be responsible for the planning of STEAM-related learning activities.   These activities are diversified in design and enable students to develop their creativity, problem-solving and collaboration skills in real-life situations through hands-on activities.   However, students' ability to integrate and apply the knowledge and skills from relevant subjects still needs strengthening.   Schools gradually enhance elements of innovation and technology in related subjects, such as launching coding education at the upper primary level and integrating the artificial intelligence elements into related subjects at the JS level.   They generally arrange a variety of life-wide learning activities, including STEAM education day, external competitions and activities related to innovation and technology like the "Tiangong Class", in which students learn about our country's achievements in science and innovation or aerospace knowledge.   In addition, values education is suitably incorporated into STEAM learning activities in some schools.   Examples include designing household items for the underprivileged families and making electric flag poles. Such integration helps educate and nurture more talents in STEAM.   The designated teams of schools that perform outstandingly are forward-looking and give full play to their role of curriculum leaders, promoting STEAM education within and beyond the classroom in a systematic manner through effective interdisciplinary collaboration and deployment of different resources.   The activities are student-centred and can engage students in interesting exploratory experiences, encouraging creativity and problem-solving skills in the process and successfully fostering students' scientific thinking.   A small number of schools, however, are still at the initial stage of promoting STEAM education, involving

only selected students in STEAM-related activities.   Nonetheless, schools are able to provide STEAM-related learning experiences "for all", "for fun" and "for diversity" on the whole.   Building on the existing foundation, schools should strengthen the leadership role of the STEAM coordinators in coordinating and facilitating cross-subject collaboration, enriching cross-domain learning elements in relevant activities and, at the same time, promoting innovation and technology education in alignment with the broad direction of our country and Hong Kong.

2.4.2   Schools place great emphasis on the cultivation of students' SDL habits and abilities, often adopting it as an MC and creating contexts that enable students to further develop their SDL abilities.   In addition to the organic integration of relevant elements into the curriculum of various subjects, schools also adopt a "multi-pronged" approach to equip students as independent learners, fostering their knowledge, skills and attitudes through activities, such as project learning, reading and e-learning, within and beyond the classroom.   Capitalising on their experience of conducting online lessons in the blended mode of learning and teaching under the new normal, teachers set learning tasks on e-learning platforms and make flexible arrangements for "learning time" to help students make good use of their time for learning both in and outside the classroom, actively fostering their SDL abilities.   In general, students are able to complete pre-lesson preparation according to teachers' instructions, know how to use different self-learning strategies, and can collaborate and discuss with their peers to construct knowledge.   Some of them even use various thinking tools, such as concept maps, to organise what they have learnt and show a sense of ownership, gradually developing self-management of their learning.

2.4.3   Through the LPE, schools systematically equip students to be lifelong and self-directed learners, helping them develop an understanding of themselves from an early age, the habit of reflection and a positive attitude towards the challenges of the future. Secondary schools have generally taken forward the LPE in an orderly manner, guiding students to set goals for themselves at different stages of learning, and to plan for their future at an early stage.   Primary schools are still at the exploratory stage, and   only a few of them have started to deliver the relevant curriculum, such as incorporating career-related topics for enrichment in subject learning, and guiding students to set personal goals and plan for their future through learning in and outside the classroom.   To facilitate the implementation of the LPE at the upper primary level by the 2024/25 school year, schools are expected to, having regard to their school-specific circumstances and

needs, progressively draw up concrete details, implementation strategies and a timetable of school-based LPE in accordance with the requirements stipulated under the Framework of Implementation Strategies on LPE for Primary Schools.

2.5 Schools care about students' physical and mental health and actively build a positive atmosphere on campus; greater efforts are needed in helping students lead a healthy lifestyle, improve their physical fitness, cultivate will-power, interest and temperament, fostering whole-person development in them

2.5.1 With the gradual resumption of whole-day face-to-face classes in this school year, schools are particularly concerned about the physical, emotional and social development and needs of students in normal school life. Many schools set enhancing students' resilience, strengthening emotional management, and cultivating positive values and attitudes, etc. as development focuses. They introduce resources and mobilise different stakeholders to help students overcome barriers and regain normal campus life. Some schools arrange appropriate school-based professional development activities to enhance the relevant professional capabilities of teachers, which are conducive to consensus building and maximising the effectiveness of whole-school participation.

2.5.2 Schools help students acquire the knowledge, skills, values and attitudes for leading a healthy lifestyle mainly through moral education lessons, personal growth lessons, arts and sports lessons, and various life-wide learning activities. They also organise morning assemblies and seminars on relevant topics from time to time to enhance students' awareness of maintaining a healthy lifestyle. Many schools pay particular attention to students' mental health and emotion management, helping them relieve negative emotion and stress through workshops, small groups on emotional health and well-being, mindfulness programmes, etc. Maintaining physical and mental health requires more than just cultivating the skills or attitudes. A small number of schools set up time slots for morning exercise or physical activities before school and make good use of the lunch break for organising more arts and sports activities for students. Some primary schools even increase the number of Physical Education lessons, proactively providing students with more opportunities to exercise, encouraging their regular participation in physical activities.

2.5.3 Schools have all along been committed to helping students develop positive values and promoting their mental health. Most of them have adopted it as an MC in recent years, trying to cultivate through subject learning and life-wide learning activities

the priority values and attitudes with the integration of cognition, affection and action. In addition to the support for student development at the universal level, schools also provide timely and specific support to meet the needs of different students. Stakeholders of schools, including curriculum leaders, class teachers of Primary 1 classes and those teaching lower primary classes, support staff, student leaders at the upper primary level and parents, work together to help Primary 1 students adapt to the new stage of education as early as possible. Their work includes adapting the curriculum and providing support for student growth, developing students' communication and social skills through increased peer interactions both in and outside the classroom, striving to help these kindergarten students, who grew up under the pandemic, to transition to their new stage of education. In terms of assessment policies, however, there is room for improvement. Most schools still mainly use pen-and-paper assessment to evaluate students' learning progress in the first term of Primary 1, which is not appropriate. Performance assessment for Primary 1 students has yet to be improved, for example, by replacing tests and examinations with diversified modes of formative assessments and, at the same time, making adaptations in student assignments, so as to help them gradually cope with the new mode of assessment in primary schools and ease their worries.

2.5.4　　Apart from the importance attached to helping Primary 1 students adapt to school life, schools are advised to thoroughly review students' workload at all year levels, their assessment practices, arrangements of supplementary lessons, etc. to ensure sufficient time and space for students to rest and engage in activities that benefit their body and mind. Some schools still arrange supplementary lessons on a regular basis in this school year, thus reducing the time for students to participate in physical activities and develop their interests after school, which is rather unsatisfactory. The school management should steer the teaching team towards making a holistic plan to help students lead a healthy lifestyle, fostering their whole-person development and enhancing their happiness index and mental health.

2.6　Schools have swiftly resumed the routines of face-to-face classes, with diversified learning and teaching activities; teachers' questioning skills and quality of feedback, however, still need improving in order to capitalise on the experience accumulated under the new normal, including "learning time", to enhance student learning

2.6.1　　Schools have accumulated rich experience in using a blended mode of learning and teaching or e-learning in recent years. In this school year, as half-day face-to-face

classes have gradually returned to whole-day in an orderly manner, a small number of teachers make more use of "learning time", hoping to organise student learning more flexibly in and outside the classroom. For example, learning and teaching activities are conducted on e-learning platforms or mobile apps, linking up learning before and after class, to continuously cultivate students' self-learning habits and abilities. Teachers and students are equipped with a certain level of information technology skills and literacy and are able to use web conferencing apps, cloud sharing technologies, etc. for learning and teaching.

2.6.2   At the initial stage of resuming face-to-face classes, teachers actively assist students in re-establishing routines and create a positive learning atmosphere. Most students are attentive and show an interest in class. Both teachers and students welcome and cherish the return to normality. Many teachers start the lessons using students' pre-lesson preparation outcomes, helping students quickly grasp the key learning points and enhance their interest. In the more effective lessons, pre-lesson preparation tasks suit students' abilities and are closely linked to the content of the lessons. Students come to class prepared, showing confidence and an interest in learning. Teachers are able to adjust the pace of learning and teaching based on students' pre-lesson preparation outcomes and focus on their learning needs, successfully enhancing the effectiveness of learning and teaching.

2.6.3   Teachers' instructions and explanations are mostly clear and well-organised. Some of them aptly use real-life, everyday examples in their teaching. In other cases, moral and values are introduced at the right time and upon the right context and learning content to deepen students' understanding, and effectively cultivate positive values and attitudes such as perseverance and law-abidingness. Teachers usually employ questioning to enhance student participation in class, monitor their learning progress and cater for their diverse abilities. However, questions are mainly asked to check students' understanding, with little scope for higher-order thinking. Teachers have yet to make good use of probing, follow-up questions and specific feedback to help students clarify their learning difficulties, understand the content, deepen their thinking and make connections, so as to enable them to learn better and develop their potential. In the more effective lessons, teachers appropriately make use of school-based learning and teaching strategies, such as "Question, Follow up, Think, Share", effectively promoting peer learning and collaborative learning among students, with elements of the SDL threading through their learning in and outside the classroom, resulting in an evident improvement in

the effectiveness of teaching. In addition to lecturing and questioning, teachers also arrange a variety of learning activities, such as group discussions and presentations, e-learning, and hands-on tasks, to help cater for learner diversity. However, in a small number of classes, the design of learning activities needs refining. For example, teachers' instructions regarding the learning activities can be clearer; students' roles in collaborative learning should be more clearly defined to ensure interdependence among them and the co-construction of new knowledge as an outcome.

2.6.4   In this school year, co-curricular activities previously suspended during the pandemic have gradually resumed to extend classroom learning. Schools should build on the achievements and opportunities under the new normal and continue to optimise their overall curriculum planning, further enhancing students' learning effectiveness through the approaches of "organic integration", "natural connection", "mutual co-ordination" and "learning within and beyond the classroom".

Chapter 3   Concluding Remarks and Way Forward

3.1   The school management should strengthen its leadership and continuously improve the SSE to provide an education of higher quality for students

3.1.1   The school management has to further strengthen its leadership to ensure holistic curriculum planning and build a solid knowledge foundation for students.   In respect of the implementation of key development tasks and cross-domain work, including national education and STEAM education, the leading role of the designated staff also needs to be strengthened, with responsibilities clearly delineated.   This is to give full play to their roles in the planning, coordinating and monitoring of relevant work, leading subject panels and committees in the overall strategic planning, and ensuring effective implementation thereafter.

3.1.2   Under the enhanced SDA framework, the school management should lead their teachers to focus more on the seven learning goals in conducting the SSE in order to gain an accurate understanding of students' whole-person development.   When evaluating work effectiveness, schools should focus on the expected learning outcomes and use the SSE data effectively to inform planning for the next stage, promote continuous improvement on the work on students' whole-person development and lifelong learning, and achieve the goal of providing an education of higher quality for students.

3.2   Schools should strengthen students' sense of national identity, continue to improve STEAM education and support students in leading a healthy lifestyle, so as to nurture a new generation that is able and virtuous

3.2.1   Schools should foster students' sense of national identity through the adoption of a whole school approach.   The school management should also strengthen their understanding and monitoring of the implementation of national security education, and provide support for teachers in a timely manner to heighten students' awareness of safeguarding national security.   Schools should continue to adopt a "co-ordinated" approach to enhance students' understanding of our country, its development and achievements within and beyond the classroom, nurturing in them a sense of cultural confidence and an affection for the nation, and helping them build a solid knowledge foundation, so that they can shoulder greater responsibilities.

3.2.2   Building on the foundation of promoting innovation and technology education, schools should step up their efforts to continuously improve the learning and teaching of

STEAM-related activities and enrich the interdisciplinary learning elements, to further develop students' creativity and problem-solving skills and equip them with the essential qualities required in the 21st Century, thereby nurturing future talents in innovation and technology for our country and Hong Kong.

3.2.3   Only with physical well-being and positive thinking can students go a long way. Schools should collaborate with different stakeholders to optimise the overall curriculum planning and create a caring atmosphere on campus, so as to provide space and support for students to adopt a healthy lifestyle, promote whole-person development and live a fulfilling life.

Appendix 1   Schools Undergoing External School Review in the 2022/23 School Year

<u>Primary Schools</u>

Hoi Pa Street Government Primary School

King's College Old Boys' Association Primary School No.2

PLK Camoes Tan Siu Lin Primary School

PLK HKTA Yuen Yuen Primary School

PLK Luk Hing Too Primary School

Pui Kiu Primary School

Yuen Long Public Middle School Alumni Association Tang Ying Yip Primary School

<u>Secondary Schools</u>

Buddhist Tai Hung College

Clementi Secondary School

Delia Memorial School (Hip Wo No.2 College)

Diocesan Girls' School

ELCHK Lutheran Academy

Fanling Kau Yan College

FDBWA Szeto Ho Secondary School

Fukien Secondary School

HKMA David Li Kwok Po College

Lam Tai Fai College

PLK Ma Kam Ming College

PLK Laws Foundation College

Pui Kiu College

Tak Sun Secondary School

The Chinese Foundation Secondary School

Tsung Tsin Christian Academy

TWGH Lui Yun Choy Memorial College

<u>Special Schools</u>

Buddhist TCFS Yeung Yat Lam Memorial School

Caritas Jockey Club Lok Yan School

Caritas Lok Jun School

Caritas Lok Kan School

Ebenezer School

HKSYC&IA Chan Nam Chong Memorial School

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

<u>Primary Schools</u>

Alliance Primary School Sheung Shui

Aplichau Kaifong Primary School

Assembly of God Leung Sing Tak Primary School

Baptist (STW) Lui Ming Choi Primary School

Bishop Paschang Catholic School

Buddhist Lam Bing Yim Memorial School (Sponsored by HKBA)

Canossa Primary School (San Po Kong)

CCC Hoh Fuk Tong Primary School

CCC Kei Faat Primary School

CCC Kei Wa Primary School

CCC Kei Wai Primary School

CCC Wanchai Church Kei To Primary School

Chi Lin Buddhist Primary School

Chiu Yang Primary School of Hong Kong

Christian & Missionary Alliance Chui Chak Lam Memorial School

Chun Tok School

ELCHK Kwai Shing Lutheran Primary School

ELCHK Ma On Shan Lutheran Primary School

Fanling Assembly of God Church Primary School

Farm Road Government Primary School

Fresh Fish Traders' School

GCCITKD Cheong Wong Wai Primary School

Ho Ming Primary School (Sponsored by Sik Sik Yuen)

Holy Family School

Hong Kong Southern District Government Primary School

Islamic Primary School

Ka Ling School of the Precious Blood

Kam Tsin Village Ho Tung School

Kowloon Tong Bishop Walsh Catholic School

Kwong Ming School

Kwong Ming Ying Loi School

Kwun Tong Government Primary School

Kwun Tong Government Primary School (Sau Ming Road)

Laichikok Catholic Primary School

Lee Chi Tat Memorial School

Leung Kui Kau Lutheran Primary School

Lok Wah Catholic Primary School

Lui Cheung Kwong Lutheran Primary School

Ma On Shan St. Joseph's Primary School

Man Kiu Association Primary School

Maryknoll Convent School (Primary Section)

Ng Clan's Association Tai Pak Memorial School

Ng Wah Catholic Primary School

North Point Government Primary School (Cloud View Road)

North Point Methodist Primary School

PLK Grandmont Primary School

Precious Blood Primary School (South Horizons)

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

Sha Tau Kok Central Primary School

Shanghai Alumni Primary School

Shatin Methodist Primary School

SKH Chi Fu Chi Nam Primary School

SKH Fung Kei Primary School

SKH Kei Hin Primary School

SKH Kei Tak Primary School

SKH Lee Shiu Keung Primary School

SKH Lui Ming Choi Memorial Primary School

SKH Mung Yan Primary School

SKH St. Andrew's Primary School

South Yuen Long Government Primary School

St. Eugene de Mazenod Oblate Primary School

St. Francis' Canossian School

St. Joseph's Primary School

St. Mary's Canossian School

St. Stephen's Girls' Primary School

STFA Lee Kam Primary School

STFA Wu Mien Tuen Primary School

Tai Po Old Market Public School

The HKCWC Hioe Tjo Yoeng Primary School

Tin Shui Wai Government Primary School

Tsuen Wan Catholic Primary School

Tsz Wan Shan St. Bonaventure Catholic Primary School

Tuen Mun Government Primary School

Tung Koon District Society Fong Shu Chuen School

TWGHs Leo Tung-hai Lee Primary School

TWGHs Tsoi Wing Sing Primary School

TWGHs Yiu Dak Chi Mem Primary School (Yuen Long)

YCH Ho Sik Nam Primary School

Yuen Long Long Ping Estate Wai Chow School

<u>Secondary Schools</u>

Aberdeen Baptist Lui Ming Choi College

Baptist Lui Ming Choi Secondary School

Bishop Hall Jubilee School

Buddhist Sin Tak College

Buddhist Wong Fung Ling College

Buddhist Yip Kei Nam Memorial College

Caritas Fanling Chan Chun Ha Secondary School

Caritas St. Joseph Secondary School

Carmel Bunnan Tong Memorial Secondary School

Carmel Secondary School

CCC Heep Woh College

CCC Kei Chi Secondary School

CCC Kei Long College

CCC Kei San Secondary School

CCC Kei To Secondary School

CCC Ming Kei College

CCC Mong Man Wai College

CCC Tam Lee Lai Fun Memorial Secondary School

Chan Sui Ki (La Salle) College

Chi Lin Buddhist Secondary School

China Holiness Church Living Spirit College

Chinese YMCA College

Choi Hung Estate Catholic Secondary School

Christ College

CMA Choi Cheung Kok Secondary School

CMA Secondary School

Cognitio College (Hong Kong)

Concordia Lutheran School

Concordia Lutheran School - North Point

Cotton Spinners Association Secondary School

CUHKFAA Thomas Cheung Secondary School

Cumberland Presbyterian Church Yao Dao Secondary School

DMHC Siu Ming Catholic Secondary School

Fukien Secondary School (Siu Sai Wan)

GCCITKD Lau Pak Lok Secondary School

Gertrude Simon Lutheran College

Helen Liang Memorial Secondary School (Shatin)

HKMA K. S. Lo College

HKSYC&IA Chan Nam Chong Memorial College

HKTA Tang Hin Memorial Secondary School

HKTA The Yuen Yuen Institute No.3 Secondary School

HKWMA Chu Shek Lun Secondary School

Ho Ngai College (Sponsored by Sik Sik Yuen)

Holy Trinity College

Homantin Government Secondary School

Hong Kong Chinese Women's Club College

Hong Kong Sheng Kung Hui Bishop Hall Secondary School

Hong Kong Tang King Po College

Hotung Secondary School

Islamic Kasim Tuet Memorial College

Ju Ching Chu Secondary School (Kwai Chung)

Kau Yan College

Kiangsu-Chekiang College

King Ling College

King's College

Kwun Tong Government Secondary School

Kwun Tong Maryknoll College

La Salle College

Leung Shek Chee College

Lions College

Liu Po Shan Memorial College

LKWFSL Lau Wong Fat Secondary School

Lock Tao Secondary School

Lok Sin Tong Leung Chik Wai Memorial School

Lok Sin Tong Leung Kau Kui College

Ma Kam Ming Charitable Foundation Ma Chan Duen Hey Memorial College

Ma On Shan St. Joseph's Secondary School

Ma On Shan Tsung Tsin Secondary School

Maryknoll Secondary School

Methodist College

Munsang College

Munsang College (Hong Kong Island)

NTHYK Tai Po District Secondary School

Our Lady of the Rosary College

Our Lady's College

PAOC Ka Chi Secondary School

PLK C.W. Chu College

PLK Centenary Li Shiu Chung Memorial College

PLK Ho Yuk Ching (1984) College

PLK Lee Shing Pik College

PLK Mrs. Ma Kam Ming-Cheung Fook Sien College

PLK Vicwood K.T. Chong Sixth Form College

PLK Wu Chung College

POH Tang Pui King Memorial College

Precious Blood Secondary School

Pui Ching Middle School

Pui Shing Catholic Secondary School

Pui Ying Secondary School

Queen Elizabeth School Old Students' Association Secondary School

Raimondi College

Rosaryhill Secondary School

Sai Kung Sung Tsun Catholic School (Secondary Section)

San Wui Commercial Society Chan Pak Sha School

Semple Memorial Secondary School

Shatin Pui Ying College

Shau Kei Wan East Government Secondary School

Sing Yin Secondary School

SKH All Saints' Middle School

SKH Bishop Baker Secondary School

SKH Chan Young Secondary School

SKH Li Ping Secondary School

SPHRC Kung Yik She Secondary School

St. Antonius Girls' College

St. Catharine's School for Girls

St. Clare's Girls' School

St. Francis of Assisi's College

St. Francis Xavier's College

St. Francis Xavier's School Tsuen Wan

St. Francis' Canossian College

St. Paul's Secondary School

St. Stephen's Church College

St. Stephen's Girls' College

St. Teresa Secondary School

Stewards MKMCF Ma Ko Pan Memorial College

STFA Cheng Yu Tung Secondary School

STFA Leung Kau Kui College

STFA Tam Pak Yu College

Tak Nga Secondary School

Tang Shiu Kin Victoria Government Secondary School

The Pentecostal Holiness Church Wing Kwong College

The YWCA Hioe Tjo Yoeng College

Toi Shan Association College

True Light Middle School of Hong Kong

Tseung Kwan O Government Secondary School

Tsuen Wan Public Ho Chuen Yiu Memorial College

TWGHs Lee Ching Dea Memorial College

TWGHs Li Ka Shing College

TWGHs Mr. & Mrs. Kwong Sik Kwan College

TWGHs Sun Hoi Directors' College

TWGHs Wong Fung Ling College

United Christian College

Wa Ying College

Wah Yan College, Kowloon

Wai Kiu College

Wong Shiu Chi Secondary School

Yan Oi Tong Chan Wong Suk Fong Memorial Secondary School

Yan Oi Tong Tin Ka Ping Secondary School

YCH Law Chan Chor Si College

YCH No.2 Secondary School

Ying Wa Girls' School

Yuen Long Catholic Secondary School

Yuen Long Merchants Association Secondary School