

External School Review Report Concluding Chapter

Chiu Lut Sau Memorial Secondary School

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Notes on the Concluding Chapter of the External School Review Report

1. All along, the EDB has been conducting External School Reviews (ESR) in a school-specific and focused manner, with a view to validating the effectiveness of school self-evaluation and giving schools suggestions for improvement. The ESR reports reflect the school performance during inspection. Upon receiving the ESR reports, schools should follow up on the suggestions provided by the ESR teams, unceasingly refine their work to increase effectiveness, and promote continuous development through self-improvement.
2. As always, schools are required to issue the contents of the ESR report to key stakeholders; at the same time, to enhance transparency, schools are encouraged to upload the full ESR report to the school website.
3. With the launch of the enhanced School Development and Accountability framework in November 2022, the EDB would upload the concluding chapter of the ESR reports to its website for public access starting from the 2023/24 school year to further enhance schools' transparency and accountability. By scrutinising the concluding chapter of different ESR reports, the public can have a preliminary grasp of the overall quality of education in Hong Kong, including its advantages and strengths, and areas for improvement.
4. The concluding chapter of the ESR reports refers to “Chapter 4 — Conclusion and Way Forward”. The judgments and suggestions in it are in line with the contents of the full reports, including the school context, overall effectiveness of school work and areas for improvement. Depending on the context and development needs of different schools, the length of the concluding chapter and the number of suggestions given vary slightly, and it is not advisable to make any comparison.

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Upholding an evidence-based approach to school self-evaluation, the school formulates student-centred development focuses, namely enhancing students' learning efficacy and holistic well-being. The school actively explores and effectively utilises internal and external resources to support students' whole-person development. The alumni and students are eager to assist in various aspects, ranging from the promotion of reading to the development of a healthy lifestyle. There is close collaboration between subject panels and functional committees in providing students with rich learning experiences that develop not only knowledge and skills, but also proper values and attitudes. With the school's sustained efforts in nurturing active learners, students are serious about their studies and well-engaged in learning activities. In promoting reading, the school is beginning to yield some positive results in raising students' reading interest and competence. Its STEAM education is developing steadily, with students expressing joy in building their own model gliders. Values education, including the promotion of students' information literacy and national identity, is properly implemented in and outside the classroom. Students' well-being, encompassing the physical, mental and social aspects, is promulgated through diversified strategies. Students enjoy school life and demonstrate a strong sense of belonging to the school. They actively participate in internal and external activities and competitions, obtaining pleasing results in various aspects.

Looking ahead, the school needs to make reference to the following suggestions to facilitate self-improvement and enhance continuous development.

- The essential learning elements of a few Key Learning Areas are not fully covered at the junior secondary level. The school should prioritise the implementation of appropriate measures to improve the overall curriculum planning, thereby helping junior secondary students build a solid knowledge foundation.
- There is room for improvement in the classroom learning and teaching effectiveness, particularly in teachers' use of questioning and feedback and the design of group work. Given students' good ability and eagerness to learn, teachers should employ more challenging questions and offer constructive feedback to provoke students' high-order thinking, probe deeper into the learning topics and guide students to self-improve. To maximise the benefits of peer learning, teachers are advised to provide sufficient room for discussion, increase the collaborative elements and assign clear roles before the group activities.