

External School Review Report Concluding Chapter

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**(The English translation is for reference only.
The Chinese original of the concluding chapter shall prevail.)**

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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The school has provided clear development directions, and the management and decision-making processes are transparent. Appropriate and student-focused targets and implementation strategies are set, including the enhancement of students' reading to learn and self-learning skills to promote self-directed learning. At the same time, the school fosters students' self-management abilities, including emotional management, social skills and self-discipline, through rich group learning experiences. The school management appropriately fulfils its monitoring and supporting roles. On one hand, it continuously equips middle managers to familiarise themselves with their responsibilities; on the other hand, it understands the work of subject panels and committees and offers advice in a timely manner. The school has established a harmonious team culture, with close collaboration and communication among subject panels and committees. They strive to cultivate students' self-management abilities and good character. Coupled with the trust and support of parents, these efforts lay a solid foundation for the school's steady progress. The school offers various life-wide learning opportunities to extend students' learning. The planning for STEAM education is clear, and students' STEAM literacy is appropriately developed. In lessons, the learning objectives are specific; teachers' delivery is clear; and teacher-student interaction is good. Students articulate their views clearly, exhibiting fairly good communication skills. The school supports students' physical and mental well-being through diversified learning activities. It also nurtures their proper values and attitudes, such as gratitude, appreciation, and care for others, across dimensions of cognition, affection and action. Students are polite and receptive, showing respect for teachers and getting along well with their peers. They enjoy participating in school activities, especially those related to art and sport.

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

- In evaluating work effectiveness, the school needs to enhance its analysis of quantitative self-evaluation data. It should strengthen teachers' ability to interpret and use data through professional development, enabling them to further analyse the underlying phenomena and the causes reflected in quantitative data. This should be combined with qualitative information for cross-referencing, thereby assessing the impact of work on students' learning outcomes.
- There is room for improvement in teachers' questioning and feedback techniques. The school should guide teachers in exploring effective strategies that utilise quality questions and feedback to encourage students to reflect and think deeply. Well-

structured collaborative group activities should be designed to promote peer interaction, leveraging the support of the more able students to guide their peers to enhance the effectiveness of catering for learner diversity in the classroom.