

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 established a solid foundation in fostering a caring culture, with a positive teacher-student rapport. Students respect their teachers and maintain a harmonious relationship with their peers. The school management is able to drive various school initiatives and utilise external resources effectively. It leads the teaching team in the right direction, setting student-centred development focuses with reference to self-evaluation data and the seven learning goals of secondary education. The school's curriculum planning is generally appropriate. To cater for students' whole-person development, the school organises academic weeks, visits, and field trips among other life-wide learning activities. It also promotes STEAM education “for all”, “for fun” and “for diversity”. In response to the promotion of mathematical modelling, the school has co-ordinated relevant cross-disciplinary project learning this school year. It places due emphasis on students' physical and mental well-being, actively promoting mindfulness and emerging sports to enhance students' physical fitness and emotional management skills, thereby helping them build a healthy lifestyle. The school provides proper support for student development to cater for learner diversity, including setting up a dedicated task force for newly-arrived children and arranging language and social activities to help them adapt to campus life. Students generally show diligence in their studies and actively participate in various activities, competitions and service learning.

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

- The effectiveness of the school self-evaluation is average. Although the school demonstrates a heightened awareness about self-evaluation, it still needs to strengthen the use of the Planning-Implementation-Evaluation cycle. To promote its continuous development, the school should set specific learning outcomes based on the targets of the major concerns, review the effectiveness of priority tasks with a focus on student performance, and understand and follow up on students' needs. In addition, the school management needs to enhance its coordinating and monitoring roles, leading subject panels and committees to formulate more targeted work plans, devise measures according to the targets, and ensure that teachers effectively implement related strategies to create synergy so as to facilitate students' learning and development.
- There is room for improvement in the professional knowledge and leadership capabilities of the teaching team. The school has to set training requirements to continuously enhance the professional capacity of the teaching team. This includes strengthening the curriculum leadership of middle managers, deepening

teachers' understanding of the latest curriculum development, such as national security education, to optimise curriculum planning and the design of learning and teaching activities. To enhance the effectiveness of classroom learning and teaching, the school has to improve teachers' teaching strategies to cater for learner diversity, such as questioning and feedback techniques.