

External School Review Report Concluding Chapter

SALEM-Immanuel Lutheran College

School Address: Tai Yuen Estate, Tai Po, New Territories

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 is dedicated to fostering the whole-person development of students, with religious values threading through all aspects of work. There is a positive and trusting culture within the teaching team, and the parents and alumni are overwhelmingly appreciative of the school. Inside and beyond the classroom, the school provides students with rich learning experiences, which not only widen their experiences and knowledge base, but also create plenty of opportunities for them to understand their own abilities, stretch their potential, and develop positive values and attitudes through life planning education, service learning and leadership training. The school has consistently been making efforts to foster the ongoing professional development of teachers and enhance the learning and teaching effectiveness. Class activities are aptly arranged to foster an engaging and interactive learning experience for students, successfully developing their language, communication and collaboration skills and confidence. Teachers are approachable, encouraging and supportive. Students are serious about their studies, learning diligently and attentively in lessons, and keen on partaking in activities and competitions both in and outside the school. They have close bonds with their peers and teachers and a strong sense of belonging to the school.

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

- The overall effectiveness of school self-evaluation (SSE) has to be improved. The school should formulate targets and strategies that are clear and specific and widely engage teachers in the process to help the teaching team build a shared understanding and develop a sense of ownership of the action plan. The school should also adopt an integrative approach to the use of the SSE data and holistically review the effectiveness of its work by assessing student performance against the targets set, thereby informing planning and facilitating the continuous development more effectively.
- The leadership and coordination role of the school management has to be strengthened. There is a need to further improve curriculum leadership and management, including reviewing and enhancing the overall planning of the curriculum at the junior secondary level, and coordinate and facilitate cross-disciplinary collaboration for the implementation of cross-curricular development focuses, such as national education, STEAM education and reading to learn.