

External School Review Report Concluding Chapter

Sha Tin Methodist College

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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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Under the leadership of the missionary school management, the school has been successful in sustaining a caring culture and providing a conducive learning environment. In the school self-evaluation (SSE) process, the school upholds the student-centred principle and formulates development priorities according to the students' needs that are appropriately identified. A splendid array of cross-curricular learning activities, including projects and field trips, are systematically organised to develop students' generic skills in authentic settings. With the significant support from stakeholders, including alumni and parents, the school offers rich learning experiences within and beyond the classroom to widen students' exposure. Building on the Christian values, the school is dedicated to nurturing students' whole-person development through comprehensive values education, particularly in nurturing them to be servant leaders to contribute to society. Students are self-disciplined, humble and respectful to others. They possess a serious learning attitude, and are enthusiastic about serving the community. Student leaders are competent in planning and organising activities by themselves. A strong sense of belonging to the school has been maintained among teachers and students. Students enjoy the harmonious and diversified school life.

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

- There is room for improvement in catering for learner diversity. The school should pay more attention to extending the learning of the more able students in class. In view of students' positive learning attitudes, peer learning within and beyond the classroom, as well as reading, should be further promoted so as to develop them into self-directed learners. To enhance learning and teaching effectiveness, more focused teacher professional development activities, such as on the promotion of peer learning, could be organised.
- The depth of reflection on the effectiveness of the work done towards student performance could be enhanced. Building on the established SSE mechanism at different levels, the school could further improve the use of the SSE data and information in an integrative manner to better understand the impact of school work on student learning.