

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.

Concluding Chapter

The school values self-evaluation, sets its major concerns based on students' needs, and utilises various resources to implement priority tasks. Its decision-making process is transparent, fostering consensus among teachers and promoting collaboration among subject panels and committees. The school is committed to addressing students' diverse learning needs, providing them with opportunities to realise their potential. It also creates a rich language environment to develop students' language abilities. In recent years, the school has promoted the use of artificial intelligence for self-language learning. It has optimised the school-based values education curriculum by integrating its mission and the twelve priority values into "Whasanians' Values" during the current school development cycle. With appropriate planning, these values are implemented in subject learning, life education lessons and life-wide learning activities. The school actively promotes national education by organising various Mainland exchange activities, allowing students to gain first-hand experience to understand the latest development of our country. This effectively cultivates students' proper values and attitudes. The school meticulously plans its work in student support to meet students' emotional needs. Student organisations such as "Positive Energy" and "Our Concentricity" promote positive messages on campus and assist in organising stress-relief activities. The school systematically fosters life planning education by regularly inviting alumni to share their further studies and career experience. It also collaborates with external organisations to arrange workplace visits and job shadowing activities, broadening students' horizons. Students respect their teachers and care for their peers, and are eager to serve. Student leaders assist in organising various school activities, demonstrating leadership skills and embodying the "Whasanian" spirit of respect and care, perseverance and responsibility.

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

- Although the school values using various data to review its work effectiveness and students' needs, there is room for improvement in the use of data and information. Building upon its current self-evaluation work, the school should strengthen data use by cross-referencing different self-evaluation information and data. For example, upon identifying students' areas for improvement through the data from the Assessment Program for Affective and Social Outcomes, the school should also take into consideration the evaluation information obtained from observations, student interviews, and other self-evaluation tools to conduct an in-depth analysis of the root causes of the issues. This can help the school formulate more specific

strategies based on the current development directions.