

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 has made progress in its self-evaluation work and is able to set clear development directions based on students' learning and development needs, and educational trends. It makes good use of various resources to enrich students' learning experiences in and outside the classroom, including offering school-based courses at the senior secondary level to cater for students' interests and needs, and organising various life-wide learning activities, such as co-curricular activities, STEAM education-related workshops and exchange tours outside Hong Kong to unleash students' potential and broaden their horizons. The school strongly encourages subject panels to make use of artificial intelligence to enhance learning and teaching effectiveness, while supporting students in cultivating information literacy and critical thinking skills. The school has appropriately formulated a school-based values education framework, with specific learning expectations set for the core values. Focusing on students' development needs, the school has properly planned its support for students' development, adopting diversified strategies such as service learning and various positive education activities to cultivate students' proper values and attitudes, foster their positive emotions and interpersonal relationships, and enhance their self-confidence and sense of achievement. Students are modest and self-disciplined, maintaining harmonious relationships with their peers and teachers. They demonstrate a strong sense of responsibility in undertaking different roles, showing empathy and commitment to serve. They are also keen to participate in both school-based and external activities and competitions, achieving commendable results in STEAM education.

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

- The effectiveness of professional leadership needs to be strengthened, including improving the school's self-evaluation work, and the coordination and planning of its priority tasks. To optimise its self-evaluation work, the school needs to devise more targeted strategies in alignment with the targets of the major concerns, and conduct a holistic review of overall effectiveness with a focus on students' learning and behavioural performance so as to enhance the efficacy of evaluation. Additionally, the school has to further review the roles and responsibilities of personnel at different management levels to enable them to fully perform the coordinating functions in improving the overall planning of the school's priority tasks, including teachers' professional development and national education, and reviewing their implementation, thereby enhancing work effectiveness.
- There is room for improvement in classroom learning and teaching. Teachers have to refine lesson design, including using various levels of questioning to guide students to deepen their thinking, and incorporating more student-centred learning activities to facilitate peer learning. Teachers should also provide more opportunities for students of different abilities to try and excel, in order to gradually improve their initiative in learning.