

External School Review Report Concluding Chapter

Fanling Government Secondary School

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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 formulated appropriate major concerns in response to student needs and educational development trends, and introduced multiple resources to support the implementation of priority tasks. The school places a strong emphasis on values education and national education. By providing rich learning experiences inside and outside the classroom and creating a strong atmosphere on campus, it helps students understand and practise good behaviour and cultivate their national identity. The school also cares about student well-being by integrating physical activity into students' daily life. It has designed a walking programme which helps students establish regular exercise habits. A variety of activities are also organised to teach students how to manage emotions and relieve stress, including positive thinking and mindfulness, with encouraging results. In learning and teaching, the school actively promotes cross-curricular collaboration, including the steady development of STEAM education. This provides students with more opportunities to integrate and apply knowledge from different subjects, enhancing their learning interest and deepening their understanding. Furthermore, the school actively promotes digital education by encouraging the use of artificial intelligence before, during and after class through the school-based sharing platform and teachers' professional development programmes, thereby enhancing students' learning effectiveness. Most students have started to develop the habits of pre-lesson preparation and note-taking, and they are well-behaved and receptive in class. Students are sincere and friendly, and they maintain good relationships with peers and teachers, fostering a harmonious campus atmosphere. Meanwhile, they are willing to serve others and keen on participating in various activities. Student leaders are conscientious and responsible, demonstrating self-confidence.

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

- The effectiveness of classroom learning and teaching needs enhancement. Teachers should raise expectations for students and adopt a student-centred approach by offering more opportunities for students to participate and display their learning outcomes. Questioning should vary in levels of difficulty, with effective use of probing and prompting questions to guide students in elaborating their answers and engaging in deeper thinking. In addressing learner diversity, teachers should take into consideration students' communication skills and elements of collaborative learning when using heterogeneous grouping. In addition, teachers should adopt diversified strategies, such as providing learning scaffolds or tips, to better address individual learning needs. The school should also strengthen teachers' skills in lesson observation and evaluation, and make good use of the existing platforms to explore strategies for improving overall learning and teaching effectiveness.
- The effectiveness of self-evaluation by subject panels and committees needs to be strengthened. Teachers should conduct evaluation against the targets, integrating

both teacher observations and student performance to analyse student needs. This will enable them to formulate appropriate suggestions to inform future planning.