

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.

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The school has gradually developed a stronger sense of self-evaluation and is generally able to align its development direction with educational trends and student needs. The school management values and respects student opinions and responds flexibly to challenges arising from students' development needs. The school has actively developed a six-year creative arts curriculum. While the junior secondary (JS) curriculum is designed with a clear and distinctive rationale, focusing on students' artistic abilities and foundational academic knowledge, the senior secondary (SS) curriculum centres on the school-based Creative Profession-Oriented Program, providing rich learning experiences and equipping students with the knowledge and skills for artistic creation. In recent years, the school has also actively developed technology arts education with a clear direction. In classrooms, teachers enhance student engagement through diverse learning activities. Students are generally attentive and interested in learning, and they demonstrate good learning motivation. The school places emphasis on values education, making gradual progress in the planning and implementation of national education. It also thoughtfully promotes life planning education, using various activities to help students explore their aspirations, particularly in understanding different pathways in the arts-related industries. Furthermore, the school collaborates with local and overseas institutions to continuously create arts-related further study opportunities for graduates. Students are creative, willing to share their personal views and feelings, and keen to participate in artistic creation activities.

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

- The overall planning of the school's JS and SS curricula requires further improvement. The school should continuously review and refine its JS school-based curriculum to ensure adequate coverage of essential learning elements across all key learning areas, and strengthen its understanding of students' interests and abilities to offer corresponding elective subjects at the SS level. Furthermore, the school should support curriculum leaders in enhancing their professional capacity, including improving their mastery of the curriculum and their ability to design school-based learning activities. With focused peer lesson observations, the school should facilitate teachers' professional development so as to raise expectations for students, enhance teaching capacity, and refine the holistic planning and development of the curriculum.
- The overall effectiveness of the school's self-evaluation still has room for improvement. The school needs to clarify the focus among its various key initiatives for in-depth development, and establish clear and specific objectives that are closely aligned with student learning outcomes. This will facilitate the evaluation of work effectiveness and rally the collective support of subject panels and committees to drive the school's continuous improvement.