

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 management upholds the philosophy that “every student is able to learn, progress and excel”, and through the flexible deployment of resources, is committed to providing students with diverse learning experiences. The school values teachers’ professional development and collaborative knowledge building. The concerted efforts of the school sponsoring body and parents have further accelerated the school’s development. The curriculum design meets students’ development needs. School-based activity lessons are offered at the junior secondary (JS) level and a wide array of elective subjects is available at the senior secondary level, properly addressing students’ aspirations for further studies and career development. The school places importance on developing students’ self-directed learning capabilities. Classroom routines have been strengthened, and students are encouraged to reflect on their learning goals and strategies. STEAM education has been implemented steadily through collaboration among subject panels in designing project-based learning and organising academic weeks. These initiatives equip students to integrate knowledge across disciplines, thereby developing their creativity, problem-solving skills and information literacy. Through collaboration among subject panels and committees, as well as the promotion of reading, the school creates a favorable language environment in an attempt to enhance students’ proficiency in biliteracy and trilingualism. The planning of values education is generally sound, with proper values and attitudes embedded in both classroom learning and life-wide learning activities. Through leadership training programmes and diversified service learning opportunities at the JS level, students’ responsibility, empathy and self-confidence are effectively nurtured. Regarding national education, a positive atmosphere is fostered through learning activities in and outside the classroom as well as through Mainland exchange programmes, cultivating students’ sense of national identity and affection for the country. Various activities are organised to promote a healthy lifestyle and a caring school culture. In addition, life planning education broadens students’ horizons and helps them to establish clear goals for the future. Students are courteous and well-behaved, maintaining harmonious relationships with teachers and peers. They actively participate in both internal and external activities and competitions.

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 the school’s self-evaluation. The school should lead subject panels and committees to review both qualitative and quantitative self-evaluation data and information in an integrative manner, and align the review closely with the targets of the major concerns. This will enable a more accurate understanding of students’ learning outcomes and facilitate the formulation of concrete follow-up measures. For example, the school may review students’ performance against the targets on enhancing learning motivation and learning strategies, progressively developing students’ depth in reflection, or raising their learning interest by adjusting pre-lesson preparation requirements based on the subjects’ specific features.

- The design of classroom learning activities requires further refinement. Since some group activities do not effectively promote interaction, teachers should make good use of collaborative lesson planning to explore strategies for designing inquiry-based discussion topics that foster deep thinking and enhance student interaction. Together with professional exchange and the sharing of exemplary classroom practices, the effectiveness of learning and teaching can then be enhanced.