

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 leads the teaching team to build consensus and formulate major concerns that meet students' learning and developmental needs, thereby promoting the continuous development of the school. Since the last External School Review, the school management has strengthened professional development and support for middle managers, effectively enhancing their capacity to fulfil their roles in subjects and committees. The school actively leverages external resources to deepen teachers' understanding of the curriculum and teaching practices, and has increased opportunities for lesson observation, post-lesson discussion and sharing of teaching practices within the school, gradually establishing a culture of professional exchange. Curriculum leaders exercise the co-ordinating role in organising cross-curricular learning activities and life-wide learning activities, enabling students to apply what they have learnt in authentic contexts and develop their generic skills. The school systematically plans values education to foster students' development of positive values and attitudes through learning experiences both inside and outside the classroom. For instance, the school organises learning activities and Mainland study tours to enhance students' sense of national identity; integrates service learning to cultivate students' respect for life and care for the underprivileged; and promotes a healthy lifestyle by providing more opportunities for physical activities, running workshops on emotional management, and strengthening class management to nurture students' team spirit and sense of belonging to their class. Life planning education aligns with students' stages of growth, helping them develop self-understanding and make appropriate plans for their future pathways. Students are polite, respectful of their teachers and friendly to their peers. They are eager to learn and actively participate in activities.

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 effectiveness of classroom learning and teaching. Teachers should adopt a better range of questions and specific feedback to guide students in inquiry and in-depth thinking, so as to develop their higher-order thinking skills. Strategies for catering for different learning needs in the classroom have yet to be enhanced. Teachers need to make good use of the professional exchange platforms to evaluate the effectiveness of catering for learner diversity in the classroom, and explore appropriate strategies to help improve the learning of students with different abilities.