

External School Review Report Concluding Chapter

NLSI Lui Kwok Pat Fong College

School Address: 102 Tsui Ping Road, Kwun Tong, Kowloon

**(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's decision-making process is transparent, fostering consensus among teachers. It generally makes appropriate use of both qualitative and quantitative self-evaluation data to review overall work effectiveness and student performance, and to propose timely improvement measures based on the evaluation findings. This enables the school to better respond to student needs and inform future planning. The school utilises internal and external resources effectively to provide professional development activities and support for teachers, with content closely aligned with its priority tasks and educational trends. The school offers a broad curriculum that addresses students' diverse interests and development needs. It also continues to promote self-directed learning, enhancing students' ability to improve themselves and enhance their motivation. Through varied strategies, including optimising the reading environment, organising reading carnivals and strengthening thematic reading, the school gradually builds up a reading culture. Subject panels collaborate closely to implement cross-curricular English enrichment programmes, jointly enhancing students' confidence and competence in using English, thereby laying a foundation for transitioning to senior secondary studies. The advancement of STEAM education is steady. The learning activities progressively nurture students' ability to integrate and apply knowledge, solve problems and be creative, while enabling them to exhibit empathy and design thinking in the process. Teachers employ strategies such as group activities, small-step teaching and individual guidance to establish a collaborative learning environment. This enables students of different abilities to accomplish tasks, thereby boosting their confidence. The school places importance on fostering students' healthy lifestyle by providing holistic support at the social, spiritual and family levels. It appropriately promotes values education within and beyond the classroom, and is committed to cultivating students' sense of national identity. Students are polite and well-behaved, demonstrate inclusiveness and mutual care among peers, and participate actively in school life.

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

- There is still room for improvement in classroom learning and teaching effectiveness. Teachers should make good use of different levels of questions and provide targeted feedback based on students' learning difficulties, to encourage reflection and enhance their capacity for self-improvement.