

External School Review Report Concluding Chapter

**Po On Commercial Association
Wong Siu Ching Secondary School**

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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 development focuses of the school are student-centred, well addressing students' needs and educational initiatives. Diverse strategies are aptly adopted to strengthen students' ownership of learning and develop higher-order thinking skills. The school effectively strengthened students' self-learning abilities by fostering habits of lesson preparation and developing note-taking skills in the previous school development cycle. In recent years, the school has strived to enhance students' self-directed learning capabilities by promoting self-regulation with the use of reflective tasks, structured reflection tools such as the 4F reflective model (facts, feelings, findings and future) to enhance reflection and improvement. Lessons are well designed to foster students' ownership of learning. Strategies such as "think-pair-share" and 3Ps (preparation, participation and performance) are embedded in the lessons to facilitate active learning. Students are offered a variety of diversified learning experiences. For example, the school-based Dramatic English programme builds students' confidence in using English to communicate, and Language across Curriculum fosters students to establish meaningful links between language features and concepts acquired across different Key Learning Areas. The systematic life planning education allows meaningful application of cross-disciplinary knowledge and skills, and enhances students' whole-person development. The school has made a good start with the "Wellness School Carnival", featuring student-led booth activities that promote growth mindset and encourage active participation from both students and teachers in an inclusive atmosphere. Multifarious learning activities are suitably offered to nurture students' sense of national identity. With valuable support from the alumni, parents and professional experts of tertiary institutions, the school nurtures a supportive learning environment. Students are well-disciplined, modest and courteous, with active participation in school activities and exhibit a strong sense of belonging to the school.

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

- The evaluation relies heavily on quantitative data, in particular, when reviewing the effectiveness of promoting well-being. The school should make greater use of qualitative evidence and strengthen the integration and triangulation of qualitative and quantitative data. This will enable the school to evaluate work effectiveness more comprehensively, thereby better informing future planning.