

External School Review Report Concluding Chapter

Queen Elizabeth 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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With the steadfast support of its stakeholders, the school demonstrates its commitment to nurturing self-directed learners and dedication to addressing students' learning needs. Steady progress in the school self-evaluation (SSE) has been made to drive the school's continuous improvement. Systematic planning and implementation of initiatives such as fostering student well-being reflect the management's visionary leadership and strategic planning capabilities. A broad and balanced school curriculum is provided, creating ample opportunities to enrich students' learning experiences through cross-disciplinary collaboration, promoting their application of knowledge and skills in structured and meaningful contexts. Values education is well implemented, with commendable efforts made to enhance students' sense of national identity. Comprehensive leadership training programmes effectively develop students' potential, while well-structured career and life planning education helps them make informed decisions about their futures. Students are attentive and actively engaged in learning activities. They are courteous and self-disciplined, with a strong sense of belonging to the school community.

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

- The effectiveness of evaluation work at the subject-level should be enhanced. At present, subject panels primarily rely on the school-level SSE data to gauge their work effectiveness. In order to have a more comprehensive understanding of how well they meet their targets, subject panels should make better use of subject-level self-evaluation information and data, such as students' performance in lessons, assignments and assessment data, to triangulate the achievement of the targets so as to enhance the Planning-Implementation-Evaluation cycle.
- There is room for improvement in catering for learner diversity in the classroom. The strategies for stretching the more able students should be further strengthened. Teachers should adjust lesson pace, assign differentiated tasks, and incorporate more higher-order thinking questions or extension activities to challenge the more able learners.