

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 has strived to refine its self-evaluation work in line with the recommendations from the last External School Review report. In particular, it has provided ample opportunities for teachers to express their views during the school self-evaluation process, thereby building consensus on the school's major concerns. The major concerns are well aligned with the school context and students' needs, and relevant data are collected for cross-year comparisons to review work effectiveness. The school effectively leverages various resources to sustain its ongoing development and stays abreast of educational trends, as demonstrated by the establishment of special teams to promote digital education. Students are offered diversified learning experiences, including a wide range of co-curricular activities and school teams, as well as STEAM education programmes designed to develop problem-solving skills and creativity. In response to students' abilities and interests, the school has introduced school-based courses at the senior secondary level. It has properly planned its support for students' development, addressing their physical, mental and spiritual well-being, while integrating cognitive, affective and practical dimensions to cultivate proper values and attitudes. During the current cycle, the school has guided students to deepen their understanding of Chinese culture and the development of our country. It has also encouraged subject panels and committees to organise related learning activities to strengthen students' national identity and pride. The school has carefully developed its school-based life planning education curriculum, helping junior secondary students set goals and arranging various work experience activities for senior secondary students to explore diverse pathways. Students are polite and disciplined. They enjoy campus life and actively participate in both school-based and external activities, achieving commendable results in STEAM education.

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 school self-evaluation, including its planning and evaluation. The school management has to strengthen strategic planning by setting clear developmental progress and phased implementation plans that are well aligned with the school's major concerns. It should also formulate recommendations specific to the targets, so that evaluation can provide more effective feedback to inform planning and thereby enhance the effectiveness of the Planning-Implementation-Evaluation cycle.
- Learning and teaching in the school could be further improved. As students' self-learning abilities are still developing, the school should deepen its efforts in self-directed learning by actively fostering students' self-awareness in learning and progressively guiding them towards becoming self-directed learners. Within the classroom, subject panels should support teachers in better catering for learner diversity, including designing group activities that incorporate collaboration and discussion, ensuring every student has opportunities for active participation.