

External School Review Report Concluding Chapter

SKH Chan Young Secondary School

School Address: 6 Chi Cheong Road, Sheung Shui, New Territories

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.

Concluding Chapter

The school has made progress in fostering students' whole-person development by addressing their learning and emotional needs based on a good range of self-evaluation data. The school's development focus on exploring strategies to promote mental wellness and resilience, along with enhancing e-learning and ethical technology use, aligns well with its vision and mission of all-round Christian education and nurturing students' motivation to seek truth for joyful, aspirational global citizenship. The school offers a wide range of life-wide learning activities to accommodate students' diverse needs and interests. Dedicated efforts have been made to enrich students' artistic exposure, promote their reading habits and develop their English proficiency. A collaborative approach is adopted in promoting STEAM education by enabling students to apply cross-disciplinary knowledge and skills to solve real-life problems. The school has made a good attempt to promote e-learning and digital education by leveraging artificial intelligence platforms and tools. Through various supportive measures, the school continuously promotes physical and mental well-being of students by fostering a positive atmosphere. Students are responsible and well-behaved, demonstrating a strong sense of belonging to school. Student leaders carry out their responsibilities diligently and serve their peers with enthusiasm, showcasing effective organisational and leadership skills in planning various school events.

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

- Some work targets of the school's development priorities lack clear elaboration. The expected learning outcomes for strengthening students' learning skills should be clearly defined to facilitate effective evaluation. More targeted professional development programmes should also be organised to enhance the capacity of the teaching team and to build consensus on the school's development goals.
- There is room to improve the effectiveness of classroom learning and teaching. More attention should be given to exploring effective strategies to improve the learning outcomes for students with diverse abilities. Also, more challenging questions with specific feedback should be given to facilitate students' deep thinking.