

External School Review Report Concluding Chapter

Sha Tin Government Secondary School

School Address: 11-17 Man Lai Road, Shatin

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 built on the previous development cycle to set student-centred development priorities, with major concerns focusing on developing students as autonomous learners and strengthening their positive values and well-being. Following the recommendation of the previous ESR, the collaboration among departments and committees has been strengthened, and the school management has put in place thoughtful succession arrangements. The school offers a broad curriculum with diversified learning experiences, including those related to service learning, STEAM education and national education, to support students' whole-person development. Students are attentive and engaged in lessons, and there is an emerging practice in promoting self-directed learning through pre-lesson preparation, note-taking and project-based learning. The school places due emphasis on nurturing students' proper values and national identity through embedding values education across subjects and organising a wide range of activities such as Mainland exchange tours and service learning. Support for students' physical and mental well-being and social-emotional development is strengthened through structured programmes, small-group support and partnerships with external agencies, contributing to a caring and supportive school climate. Students demonstrate humility, self-discipline and diligence. They actively participate in school life and service, and show commitment in leadership roles. They also attain good achievements in areas such as music, drama, mathematics and STEAM-related activities.

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

- The school's evaluation does not fully reflect the impact of work. The school could refine its evaluation with more specific success criteria corresponding to the targets, and make more systematic and integrated use of both qualitative and quantitative data to evaluate student performance and the effectiveness of major initiatives, so as to gain a more comprehensive understanding of the impact of various measures on students' learning and whole-person development and thereby inform planning.
- There remains room for enhancing the effectiveness of classroom learning and teaching. The school should further refine student-centred lesson design, strengthen teachers' use of questioning techniques to guide students to engage in deeper thinking, and make better use of a wider range of pedagogical strategies for catering for learner diversity, with a view to continuously nurturing students as autonomous learners.