

External School Review Report Concluding Chapter

**Shun Tak Fraternal Association
Lee Shau Kee College**

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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.

Concluding Chapter

Building on the achievements in the promotion of e-learning in the previous development cycle, the school has set a clear development focus of widely utilising artificial intelligence tools to enhance learning and teaching effectiveness. Good attempts in using such tools in preparing teaching materials have been made across subject panels and the effectiveness is witnessed in some of the lessons observed, where students' interest in learning has been greatly raised. A professional sharing atmosphere has been established among teachers through collaborative lesson planning. During school self-evaluation, student needs have been suitably identified and supported with appropriate follow-up strategies devised. Views from different stakeholders are extensively collected. The alumni, who have a strong bonding with the school, and parents provide unfailing support to facilitate the school's ongoing development. To unleash students' potential within and beyond the classroom, the school provides rich learning experiences for students and offers ample opportunities to them. Continuous progress has been achieved in different areas, for example, the promotion of self-directed learning. Students excel in various fields, including STEAM education and arts, and have made remarkable achievements in sports. They are dedicated to serving and demonstrate strong leadership skills. Students have also developed a good rapport with their teachers and peers. A supportive and caring atmosphere prevails on campus.

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

- While improvement has been made in practising the Planning-Implementation-Evaluation cycle, there is a lack of tangible student learning outcomes under the targets set. The school should devise concrete targets related to student performance in the planning stage so as to facilitate a more targeted evaluation that can inform future planning effectively.