

External School Review Report Concluding Chapter

**Shun Tak Fraternal Association
Leung Kau Kui 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.

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The school sets clear development directions that build on prior achievements, and align with student needs and educational trends, focusing on supporting students in the cultivation of self-directed learning habits and enactment of proper values. A supportive school climate is fostered through multiple communication channels. The school is receptive to practicable suggestions from teachers that are beneficial to students. The broad curriculum can address the diverse needs of students and prepare them for further studies and future endeavours. A reading culture is being established through a range of initiatives. There is purposeful collaboration among several subject panels in implementing Reading across the Curriculum. The school places due emphasis on developing students' information literacy in response to rapid technological advancements, including artificial intelligence. Building on past efforts, the school continues to implement e-learning to diversify teaching strategies and assignment design. Self-directed learning is being developed through consistent teaching routines that incorporate pre-lesson preparation and post-lesson reflection. The school nurtures students' moral character by consolidating a new school-based values education framework, with relevant elements embedded into learning activities within and beyond the classroom, alongside the incorporation of national education and national security education. Co-ordinated support measures, well-being activities, and career and life planning initiatives help promote students' whole-person development. Students consistently demonstrate diligence, self-discipline and positive learning attitudes. They perform particularly well in sports competitions.

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

- The evaluation of school work should be strengthened. While the school collects both quantitative and qualitative data from multiple sources, there is limited assessment of students' performance against the set targets. The school should adopt an integrated and targeted approach to the utilisation of school self-evaluation data to better evaluate its work effectiveness, inform planning and facilitate continuous development.
- The effectiveness of learning and teaching should be further enhanced. Given students' strong ability and eagerness to learn, teachers should pose more challenging questions, and provide constructive and specific feedback. They should also design more demanding tasks, use differentiated instructions and create additional opportunities for students to share ideas, thereby facilitating peer interaction and deepening learning.