

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's development direction is clear and well-defined, with priorities set in response to student needs and educational trends. The new school management actively guides teachers in meeting various challenges, gradually establishing a transparent work mechanism that enhances a positive, proactive atmosphere and brings fresh vitality to the school. The school values the views of all stakeholders. It has vigorously strengthened home-school communication and created more opportunities for students to express their opinions, fostering mutual understanding, building a positive campus atmosphere and promoting students' well-being. Diverse learning experiences are provided within and beyond the classroom. Recent curriculum reforms and timetable revisions have created space for students, increasing their participation in a wider range of life-wide learning activities, thereby supporting their physical and mental health while promoting healthy lifestyles. The school strives to offer different opportunities for students to develop interests and unleash their potential, attentively addressing their learning and development needs. The school has revamped the school-based curriculum framework for life planning education and the design of level-based activities correspond to students' developmental stages, enhancing their self-understanding, goal setting and planning of future pathways in a systematic manner. Students are friendly and sincere, enjoying campus life. They actively participate in activities both in and outside the school, and have achieved satisfactory results in sports.

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

- The overall effectiveness of school self-evaluation (SSE) has to be enhanced, and middle managers have not yet fully exercised their leadership roles. The school should set concrete expected learning outcomes, adopt an integrative approach to the use of SSE information and data, and holistically review the effectiveness of its work by assessing student performance against the targets, thereby facilitating continuous development. The school management should strengthen support and supervision to ensure that the middle managers fully perform their leadership and coordinating roles, and to improve holistic planning of different areas including STEAM education and values education. The school should also arrange specific professional development activities to address strategic priorities to enhance the professional capacity of teachers at all ranks.
- Curriculum planning should be further improved. The school has to comprehensively review and expeditiously improve the curriculum planning at the junior secondary (JS) and senior secondary (SS) levels by making reference to relevant curriculum guides, incorporating the core learning elements of individual Key Learning Areas to ensure that students could build a solid foundation of knowledge at the JS level. The arrangement of Other Learning Experiences at the SS levels should also be examined, and the curriculum and arrangement for non-Chinese speaking students learning Chinese should be improved with reference to

the “Chinese Language Curriculum Second Language Learning Framework”.

- Classroom learning and teaching effectiveness still has room for improvement. Teachers need to raise their expectations of students to foster their presentation skills and strengthen their confidence, while enhancing questioning and feedback techniques. By employing different levels of questioning and providing concrete feedback, teachers can better help students improve their learning and promote critical thinking. Moreover, pre-lesson tasks should be closely connected with classroom learning objectives so that students can make effective use of the pre-lesson tasks and actively engage in lesson activities, thereby enhancing overall learning and teaching effectiveness.