

External School Review Report Concluding Chapter

Wa Ying 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 upholds a clear vision addressing both students' needs and education trends, and formulates student-centred major concerns (MCs) with an emphasis on unlocking their potential and promoting active learning. A robust learning culture is fostered among teachers through a wide array of professional development programmes that are strategically aligned with the school's MCs and teachers' needs. Leveraging unwavering support from alumni and parents, the school significantly broadens students' learning experiences. The well-structured C-cube classes effectively nurture students' interests through experiential learning, whilst purposeful STEAM activities enable them to consolidate and apply their knowledge and skills. A variety of strategies are employed to support students' learning of subjects taught in English and enhance their reading motivation. In the lesson, students display a serious attitude towards learning and are actively engaged in learning tasks, demonstrating good collaboration skills. In addition to cultivating students' sense of national identity, diversified opportunities are created to maximise students' abilities and promote a healthy lifestyle, enhancing their self-confidence, emotional resilience and physical fitness. The school-based life education curriculum and life planning education thoughtfully nurture students' character and provide a structured pathway to realise their aspirations. Guided by the principle of "Once a Wa Ying mate, a Wa Ying mate for life", students exhibit a strong sense of belonging and interact courteously. They demonstrate respect and self-discipline, establishing a positive learning environment built on strong relationships among teachers and peers. Student leaders display their responsibilities and good organisational skills, with a genuine commitment to service and teamwork. Students actively participate in various co-curricular activities and competitions, and achieve pleasing results.

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

- The effectiveness of the school self-evaluation (SSE) needs enhancement and the strategies for addressing the learning needs of the more able students in lessons should be improved. The school should conduct more in-depth analysis of various SSE data to better inform future planning. To nurture the potential of the more able students in lessons, teachers could incorporate a broader range of higher-order thinking questions, or introduce tiered tasks and challenging extended learning activities.