

External School Review Report Concluding Chapter

**Yuen Long Merchants Association
Secondary School**

School Address: 20 Fung Nin Road, Yuen Long, New Territories

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

The school formulates its major concerns in alignment with students' developmental needs and educational trends, with emphasis on promoting positive education, and cultivating reading habits and self-directed learning abilities. Following recent leadership changes, the school management displays a clear commitment to enhancing school-level coordination and communication among teachers. Teachers' professional development is closely aligned with these priorities, fostering a constructive professional learning culture. A broad and engaging curriculum is in place to support students in building a solid knowledge foundation, whilst the thoughtfully-structured Service Learning curriculum, which enhances meaningful application of generic skills and connects cross-curricular subject knowledge, provides students with authentic opportunities to nurture empathy, responsibility and community care. When leveraging information and digital technology to enhance students' digital literacy, the school makes steady progress in promoting STEAM education. A welcoming reading culture is cultivated through diverse strategies that nurture students' interest and habits. Lessons are generally well organised, with clear learning objectives and appropriate activities designed to foster student interaction. The coherent values education framework progressively cultivates students' MASSIAN traits¹ across year levels. Furthermore, the school exhibits commendable efforts in broadening leadership development, extending opportunities beyond elite groups to empower diverse talents through structured training and initiatives such as the "Chill Club Friday" scheme. Alongside cultivating national identity, the school provides diversified opportunities to foster students' resilience and showcase their character strengths. Life planning education offers a structured pathway for students to realise aspirations. Guided by MASSIAN values, students demonstrate respect, empathy and responsibility, while they actively participate in service learning, co-curricular activities and competitions, achieving 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 school self-evaluation (SSE) requires enhancement, and the leadership role of middle managers in certain areas should be reinforced. To better inform planning, the school should deepen the evaluation process by conducting a more comprehensive analysis of SSE information and data. Targeted professional development should be provided to middle managers so as to help them assume a more active role in leading key educational initiatives.
- The strategies for addressing learning needs of the more able students in the classroom should be improved, while counselling support requires stronger collaboration to respond to students' needs. Teachers should incorporate a wider

¹ MASSIAN traits, which are known as MASSIAN values, include "self-disciplined and self-reliant," "humble and grateful," "showing mutual respect and understanding," "caring for communities," "gaining international exposure" and "striving for excellence"

range of higher-order thinking questions or extended learning activities to stretch students' potential. The school management should further enhance collaboration among committees, alongside enriched professional development to equip teachers with practical strategies, so as to ensure timely and coordinated responses to address students' varied challenges.