

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 management is generally able to lead subject panels and committees to formulate development priorities and targets based on student performance. The effectiveness of school self-evaluation has been gradually enhanced. A harmonious relationship is maintained among the staff, who show great care for students. With concerted effort and close communication among the parents, the school section and the boarding section, students' learning, development and medical needs are well addressed. Teachers make good use of multisensory teaching strategies to stimulate students' interest in learning continuously and deepen their learning experiences. Students are generally emotionally stable and well engaged in campus life. They always wear a smile, exhibiting the school characteristic of "illuminate with love". The school strives to develop students' life planning education. Apart from conscientiously nurturing self-care and independent living skills among students as an early preparation for future transition, the school attaches importance to developing students' leisure interests, with a vision to enable them to live a quality life in the long run. In recent years, the school has further developed the "Lok Yi Performing Arts Academy" project. Building on the solid foundation of Cantonese Opera education, the school has actively created diversified learning experiences and performance platforms for students. It has also provided opportunities for students to take part in charity performance and make contribution to society. This has effectively enriched students' life experiences and displayed the other school feature of "showcase with artistry". Students of different abilities have gained a sense of achievement and developed confidence. They are also equipped to explore their direction for development in future. Forging ahead, the staff are willing to participate in designated development programmes. This facilitates the continuous enhancement of learning and teaching quality and drives the school to progress steadily.

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

- The school has to make reference to students' cognitive abilities and their needs in perceptual motor development in order to devise appropriate expected learning outcomes for its targets. It also needs to make good use of qualitative and quantitative self-evaluation data for conducting analyses in an integrative manner and evaluating work effectiveness based on student performance in order to inform future planning and further enhance self-evaluation effectiveness.
- The school has to steer subject panels to make good use of assessment findings and conduct in-depth analyses of students' learning difficulties so as to set appropriate

expected learning outcomes for students of different abilities. Making reference to the latest educational trends, the subject panels should design cross-disciplinary learning activities that suit students' abilities. This includes the provision of learning experiences related to national security education and STEAM education. Through systematic school-based adaptation and differentiated instruction planning, students' learning performance could be enhanced.