

External School Review Report Concluding Chapter

**The Church of Christ in China
Fung Leung Kit Memorial Secondary School**

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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 is generally able to provide students with diversified learning experiences according to their needs. Apart from organising a whole-school activity day on life-wide learning to broaden students' horizons, the school offers Applied Learning courses, Network Programmes and Other Learning Experiences with various themes to cater for the different interests and abilities of students at the senior secondary level. During the epidemic and since the full resumption of normal travel between Hong Kong and the Mainland, the school has arranged face-to-face lessons, co-curricular activities and simultaneous examinations for the cross-boundary students on the Mainland and the newly-arrived children, showing care for their learning, as well as social and physical development, in a timely manner. Such work has received recognition from parents. The school aptly taps external support for the steady development of STEAM education and ongoing optimisation of relevant programmes so as to cultivate students' application of knowledge and skills of related subjects in an integrative manner, and enable them to develop their creativity and problem-solving skills. The school also promotes life planning education by helping students discover their interests and understand the pathways of their future studies and career. Students are kind and receptive. They respect their teachers and enjoy school life.

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

- There is a paramount need for the school management to strengthen their role in professional leadership, co-ordination and monitoring. The school management has to properly plan and co-ordinate the priority tasks under the major concerns based on the school's evaluation results, further promote collaboration between subject panels and committees, monitor the implementation of various tasks, and provide appropriate support. The school management also has to reinforce communication with teachers of different ranks to enable them to understand the rationales and concrete implementation details of the major concerns, and the school's expectations and requirements of them. This could help achieve consensus, eliminate misunderstanding, boost the morale of the team and lead all teachers to make concerted efforts in promoting the school's continuous development.
- The school has to strengthen the understanding of the underlying principles of self-evaluation among teachers of different ranks and formulate success criteria based on student performance. Through collection of both qualitative and quantitative self-evaluation data from different channels, the school has to focus on student

performance in evaluating work effectiveness, and analyse the success and impeding factors in order to inform planning effectively. The school also has to adjust and optimise strategies according to learner diversity in curriculum organisation and classroom teaching so as to enhance learning and teaching effectiveness.