

# **External School Review Report Concluding Chapter**

**Christian Nationals' Evangelism Commission  
Lau Wing Sang Secondary School**

**School Address: 323 San Ha Street, Chai Wan, Hong Kong**

**(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.

# Concluding Chapter

The effectiveness of school self-evaluation is good. The school is able to facilitate continuous development through the “Planning-Implementation-Evaluation” self-evaluation cycle, with various tasks gradually showing results. The school management has formulated clear development directions and the major concerns are in line with educational trends and students’ needs. It has also successfully built a harmonious teaching team with good rapport, and effectively led the team to implement various tasks, providing students with diversified learning experiences to develop their potential. The curriculum at the junior secondary level is broad and balanced, helping students build a solid knowledge base and develop their generic skills. The school provides students with various English learning activities in and outside the classroom. Under the encouragement and guidance of teachers, students express themselves confidently in English. The school has progressively implemented the “Bring Your Own Device” initiative and fostered students’ information literacy. STEAM education has also been taken forward steadily. The classroom learning atmosphere is good and students are well engaged in their studies. Teachers explain clearly and aptly utilise different teaching resources to help students understand the learning content. The school organises whole-school activities in a timely and strategic manner, promoting mental health among students. It has successfully built a positive and caring school atmosphere with mutual respect. Through comprehensive life planning education and learning activities that are in line with students’ development needs, ample opportunities are created for students to develop their personal interests and potential, and cultivate their proper values and attitudes. The school is fully supported by different stakeholders. Parents and the alumni collaborate to facilitate the school’s continuous development, supporting students’ learning and development needs. With good learning capabilities, students are active and well engaged in learning. They are disciplined and polite, and maintain a harmonious relationship with their peers, exhibiting the spirit of caring and a sense of belonging to the school.

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

- For classroom learning and teaching effectiveness, there is still room for improvement. The school needs to lead teachers to optimise lesson design, assign appropriate learning tasks, and facilitate peer interaction among students, in order to achieve better outcomes of cooperative learning. Teachers need to set more challenging learning targets and design relevant learning tasks to cater for the learning needs of the more able students so as to further enhance their learning effectiveness.