

# **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.

# Concluding Chapter

The school demonstrates the spirit of self-improvement and its development directions are clear. The school is generally able to make integrative use of the qualitative and quantitative information and data to analyse the work effectiveness of subject panels and committees. The school management manages to perform the role as professional leaders, facilitating subject panels and committees to implement the priority tasks. It also makes good use of external resources to provide diversified learning experiences for students, such as the school-based Cantonese opera curriculum. The school appropriately plans the “core”, “enrichment” and “extended” curricula of various subjects to cater for learner diversity. It strives to organise different cross-disciplinary learning activities for students, such as life-wide learning week and other diversified learning activities, including the newly-added rugby, Zentangle painting, rope-skipping, art exhibition and musical instrument performance, which enrich students’ learning experiences in sports and arts. The school continues to improve the support for student development. In recent years, it has systematically revamped the school-based values education curriculum, and promoted national education within and beyond the classroom to deepen students’ understanding of Chinese culture and our country’s development, and broaden their horizons. Teachers make good effort to create a positive learning atmosphere in the classroom and good teacher-student interaction is observed. Students are interested in learning, well-disciplined and courteous. They are eager to participate in internal and external activities and competitions.

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

- In terms of planning of priority tasks, the school management has to devise concrete and specific implementation strategies in connection with the targets at the school level. It also has to conduct a holistic review of work effectiveness against the targets to inform planning, thereby enhancing the effectiveness of school self-evaluation.
- The effectiveness of learning and teaching needs improvement. Teachers have to adjust their teaching pace according to student performance and give timely feedback to address students’ learning difficulties. They also have to provide scaffolding to progressively nurture students’ learning capabilities and thinking skills. At the subject level, subject panels have to closely follow up on students’ learning difficulties as reflected by the assessment data, and refine curriculum planning and teaching strategies, in order to facilitate their learning.