

External School Review Report Concluding Chapter

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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 strives to provide students with meaningful learning experiences in and outside the classroom to facilitate their whole-person development. Supported by a team of dedicated teaching staff, the school promotes STEAM education and self-directed learning appropriately with some progress made. The English environment of the school is noticeably enriched, where students show confidence in speaking English in different contexts. Students join a range of clubs and school teams, and take part in various activities and competitions with strong support from the SSB. In collaboration with different NGOs, the school provides students with ample opportunities for service learning. In addition to promoting students' mental health through good use of external resources, the school puts in place comprehensive measures to properly cater for students' diverse learning and development needs. While students at large are polite and willing to serve, student leaders are generally able to organise various activities independently.

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

- To increase the effectiveness of SSE, the school should set specific targets for its development focuses and conduct a holistic evaluation of students' learning outcomes with integrated use of SSE data. Consensus building at different levels should be strengthened to enhance teachers' ownership of school policies and facilitate distributed leadership.
- Professional leadership should be enhanced to step up monitoring and support. School-level coordination should be improved to facilitate comprehensive planning of school work, including NE and LPE, and help students develop a healthy lifestyle. Collaboration among subject panels and sections should be strengthened to increase synergy and effectiveness of learning and teaching. At classroom level, teachers' questioning techniques, their feedback to students and the design of small group activities should be improved while students' note-taking habit should be fostered.