

# **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 has a history of over thirty years, and is committed to providing students in the district with a balanced education covering the five aspects of development. The school is generally able to facilitate its self-improvement through the “Planning-Implementation-Evaluation” cycle. It utilises various resources to foster continuous development, and devises suitable professional development programmes to enhance teachers’ professional capacity. The school curriculum is designed in alignment with the recent social trends and educational development, taking into account students’ interests and needs. The school also takes good care of students’ development needs in various aspects, including promoting life planning education aptly to help students make early preparation for their further study and employment, and fostering their proper values and attitudes through different activities on values education. The school strives to arrange diversified life-wide learning activities to enrich students’ learning experiences and broaden their horizons. Parents are willing to participate in the parent education activities organised by the school, demonstrating their support and trust towards the school. Alumni are keen to contribute to their alma mater, supporting students’ growth and life planning. Students are self-disciplined, obedient, modest, polite and well engaged in learning. They actively participate in various activities in and outside the school.

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

- The school has to enhance classroom learning and teaching effectiveness. Teachers have to make good use of professional exchange platforms to explore effective strategies for catering for learner diversity. This includes adopting higher-order thinking questions to strengthen students’ analytical skills and provoke their thinking. Teachers also have to design group activities and learning tasks incorporating elements of collaboration and discussion based on students’ abilities and needs. This ensures their active participation to maximise the benefits of peer learning.
- To optimise its self-evaluation work, when devising the annual school plan, the school has to consider students’ needs for formulation of implementation strategies that ensure focused evaluations. The school also has to strengthen curriculum leadership by, for example, adopting a whole-school approach to promote information literacy education, and strategically planning English learning activities based on students’ needs to enhance their learning effectiveness.