

External School Review Report Concluding Chapter

**Sai Kung Central
Lee Siu Yam Memorial School**

**School Address: 18 Wai Man Road, Sai Kung,
New Territories**

**(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

Building on the experience of the last school development cycle, the school manages to set student-centred development directions in the current cycle. Good attempt has been made by subject panels and committees to formulate work plans in response to the major concerns. The school provides students with diversified learning experiences during the “Multiple Intelligences Activity” period in the afternoon, covering physical and aesthetic activities, language learning and leadership training etc., to cater for the interests and needs of different students. Subject panels also organise outdoor learning activities and offer various activities and competitions during recess and lunch break to enhance students’ learning interest and consolidate classroom learning. The school solicits external resources to strengthen learning and teaching and student support. Attaching great importance to home-school co-operation, the school is receptive to parents’ feedback and aptly provides opportunities for parents to participate in school activities, which fosters student development. Students are energetic, friendly and courteous. Prefects and student helpers are enthusiastic to serve others, and their performance meets the requirement of the posts.

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

- There is an imminent need for the school management to strengthen professional leadership in planning, co-ordination and monitoring. Based on students’ learning and development needs, the school management has to enhance the holistic planning for the priority tasks at the school level, monitor the implementation of work in a timely manner, and provide appropriate support to subject panels and committees. The school management also has to lead the teaching team to build consensus on the school’s development directions, set clear targets, formulate implementation strategies that align with the targets, and make good use of self-evaluation information and data to review work effectiveness. Through the “Planning-Implementation-Evaluation” cycle, the school could facilitate self-improvement for continuous development.
- There is a pressing need for the school to evaluate the impacts of split-class/ group teaching on student learning. The school has to collect information and data to analyse student performance, and continuously review the effectiveness of the medium of instruction policy, language support measures and adapted curriculum, and aptly make adjustments to better cater for learner diversity. The school also has to enhance the effectiveness of classroom learning and teaching by improving teachers’ questioning and feedback techniques, and guiding them to devise

appropriate learning activities based on students' needs, thereby enhancing the capacity of classroom learning and teaching. The school management should conduct systematic planning of teachers' professional development activities and further establish a platform for professional exchange. This facilitates teachers' reflection and sharing in order to jointly develop effective teaching strategies.