

External School Review Report Concluding Chapter

Shun Lee Catholic Secondary School

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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 formulates its development priorities of enhancing students' self-regulated learning (SRL) skills, mental well-being and confidence, upholding an evidence-based principle of the school self-evaluation with effective use of both quantitative and qualitative evaluation findings. Students' good learning habits and high motivation to learn reflect the school's effectiveness in fostering their SRL skills with optimal use of e-learning and teaching strategies, attributed to the school management's endeavor to build teacher capacity and strategic promotion of professional development activities. Commendable efforts are made to strengthen values education, particularly in fostering students' servant leadership. Students are eager to serve their peers and the community through organising school activities and keen participation in social services. The school's legacy of family-like ethos is well sustained as manifested in the prevailing school climate of trust and respect among the school management, a stable team of devoted teachers, students with a strong sense of belonging and supportive alumni who render staunch support to fortify student learning and development. The well-established collaborative culture generates an ongoing driving force for collective efficacy and sustained enhancement of student performance.

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

- Building on the generally high capability of students, the school could optimise gifted education by, for example, adopting multiple channels, criteria and tools to understand various talents of students and inform subsequent planning of the provision of diversified gifted programmes to fully develop students' potential in different aspects, including physical and aesthetic development. Students' regular and active participation in physical activities could also be strengthened.