

External School Review Report Concluding Chapter

Yuen Long Public 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 has placed significant importance on fostering communication among the school management and heads of subject panels and committees. A harmonious relationship is maintained among staff. The school curriculum is generally broad and balanced, addressing the diverse needs of the students. Good attempts have been made to equip students with self-directed learning skills. With the contribution of all stakeholders, including alumni and parents, various activities have been organised to develop students' potential. Students are well-mannered with a strong sense of belonging towards the school. They get along well with one another and actively take part in various competitions to showcase their talents. Student leaders are empowered to organise a wide range of student-led activities independently, demonstrating good leadership skills.

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

- The school should provide students with ample opportunities to integrate and apply their knowledge and skills. A holistic review should be conducted to strengthen the connection between learning activities in and outside the classroom and optimise the learning time of students. When conducting SSE, the school should focus on students' learning outcomes, make integrative use of data, and formulate specific follow-up strategies for continuous improvement.
- The school has to step up relevant measures to enhance teachers' professional capacity in delivering effective pedagogical practices, with a view to improving learning and teaching effectiveness. To empower teachers in various aspects, such as catering for learner diversity in the classroom and supporting students to take a more active role and build self-confidence in learning, professional development programmes should be planned and tailored correspondingly.