

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.

Concluding Chapter

Through school self-evaluation (SSE), the school is able to sustain its continuous development. In line with the latest educational trends, the school management has set clear directions and appropriate priorities, facilitating students' whole-person development and life-long learning. Consensus on the school's major concerns has been built at subject panel and committee level, and concerted effort from all teachers has been solicited. Teachers' professional development through sharing of good practices is emphasised by subject panels and committees. Support from alumni, parents and external organisations is aptly tapped to enhance students' learning and growth. Teachers provide ample opportunities for students to nurture their leadership skills and foster life planning. Students' learning and growth needs are well addressed and a caring culture is established. Students enjoy their school life and display a strong sense of belonging to the school.

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

- The effectiveness of conducting evaluation varies among subject panels and committees. Integrative use of quantitative and qualitative SSE data and information should be further promoted to facilitate more in-depth analyses of the impact of the school work on student performance. To promote values education and enhance students' information literacy, the overall planning could be further enhanced and relevant elements be widely infused into daily teaching.