

External School Review Report Concluding Chapter

Ng Yuk Secondary School

School Address: Sun Chui Estate, Shatin, 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.

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Upholding its mission, the school is dedicated to nurturing the qualities of “Confidence, Care and Commitment” among “NgYukers”. Ample external resources are effectively solicited to provide diversified learning experiences to students and facilitate their whole-person development to cope with different challenges in the future. The school management has maintained a harmonious relationship with the staff and they share a common vision on school development. The school has placed a great emphasis on teachers’ professional growth. The strategies of professional development are diversified. They include scheduling co-planning lessons in the timetables, conducting lesson studies and participating in external professional development programmes, all of which help enhance teachers’ professional capacity. The school actively promotes self-directed learning. Pre-lesson preparation is well implemented, which greatly enhances the effectiveness of classroom learning and teaching. For e-learning, pleasing progress is made, and relevant elements are aptly integrated into curriculum and lessons. The school attaches importance to values education, service learning and leadership training, fostering students’ balanced development of the five aspects. The school has implemented life planning education systematically. It actively maintains connection with the community and external institutions, effectively leveraging relevant resources to provide different learning opportunities for students. Examples include mentorship programmes and work-related experiences. These help broaden students’ horizons and enable them to make informed choices for their further studies and career. Parents and alumni enjoy participating in school activities, and they display trust and appreciation to the school. Teachers take good care of their students and teach them with patience. A harmonious teacher-student relationship has been established. Students are attentive in lessons and have made good progress in their academic performance. They actively participate in different types of activities, exhibiting 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.

- There is room for improvement in conducting school self-evaluation. The co-ordination of national education and STEAM education, as well as curriculum planning at the junior secondary level, has to be improved. The school management has to step up its monitoring role and provide due guidance and support for middle managers to foster their leadership in implementing and taking forward relevant tasks that tie in with the school development focuses. The school also has to strengthen its leading role to steer the team to make better use of self-

evaluation tools to collect and analyse different data and information for holistic evaluation of work effectiveness to inform subsequent planning at school level.

- Classroom learning and teaching strategies could be further improved. A wider range of questions and group activities with collaborative elements could be adopted to address students' diverse needs and help them construct knowledge. Capitalising on students' good learning attitudes, teachers need to follow up on students' performance on answering questions and presentation by widely employing strategies such as probing, prompting and engaging them in peer discussion so as to enable them to work out the answers by themselves and consolidate the knowledge acquired in lessons.