

External School Review Report Concluding Chapter

Shek Lei Catholic Secondary School

**School Address: 23-31 On Chit Street, Shek Yam, Kwai Chung,
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

With the concerted efforts of the stakeholders, the school development plan has been devised in alignment with educational trends and students' needs. The school has made effective use of resources to facilitate smooth implementation of various measures. The school management leads the subject panels and committees to formulate concrete implementation strategies according to the school development directions. The school management also co-ordinates subject panels and committees to arrange rich and fun-filled learning experiences for students based on development focuses such as STEAM education and values education. The school has made pleasing progress in the promotion of STEAM education, and introduced modules on artificial intelligence at all the junior secondary levels to promote innovative technology education and provide opportunities for students to make exploration and develop their problem-solving skills. The school has adopted a whole-school approach to promote values education at the levels of "cognition, affection and action", which helps students cultivate proper values and attitudes through experiential learning. Appropriate support is provided to take care of students' mental health. Students get along well with their teachers and peers, and a positive and harmonious atmosphere has been built on campus. The school has deepened students' understanding of different aspects of national affairs, Chinese culture and national security through life-wide learning activities, Mainland study tours and external competitions. Diversified co-curricular activities, covering the aesthetic, physical and religious aspects, are offered, enabling students to extend their interests and potential. Parents trust and support the school and readily serve as volunteers in major school events. Students are friendly and actively participate in various internal and external activities. Most of them are sincere about learning and they strive for improvement.

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

- The effectiveness of school self-evaluation (SSE) is acceptable. The school has to strengthen the integrative use of qualitative and quantitative self-evaluation information and data, with a focus on students' learning outcomes, in reviewing the impact of the major concerns for self-improvement. Subject panels also have to make effective use of internal and external assessment data to inform curriculum planning and refine teaching strategies with a particular focus on student performance.
- There is an insufficient coverage of the essential learning elements in the junior secondary curriculum. The school has to step up co-ordination of curriculum

planning, restore the missing learning elements and make connection with the rich learning experiences currently provided to students both in and outside the classroom, in order to further help students build a solid knowledge foundation.

- The overall performance of classroom learning and teaching is acceptable. Teachers have to continue to enhance learning and teaching by providing more opportunities for student interaction and guiding students to conduct discussion and peer evaluation to improve learning. Meanwhile, in lessons using English as the medium of instruction, teachers have to encourage students to express themselves in English and build up their confidence and abilities in using English.