

# **External School Review Report Concluding Chapter**

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**(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

Upholding an evidence-based self-evaluation principle, the school is generally able to use evaluation findings to inform planning. Many teachers are reflective and strive to perform better in teaching and nurturing their students. Students are mostly able to set goals in relation to their learning and interests, with some being able to review their performance against their goals or ponder over ways for improvement. A culture of self-evaluation has been gradually built at the school, teacher and student levels. Since the last ESR, the school has planned its curriculum in alignment with the development trends in education and students' learning needs. This includes actively nurturing students' self-directed learning abilities and attitudes, promoting STEAM education, cultivating their information literacy, guiding them in setting and managing personal goals, and developing their positive behaviours. The school creates ample learning opportunities for students of different abilities and learning needs to showcase their strengths outside the classroom and build their self-confidence. The Incorporated Management Committee supports the school's development at various levels. Teachers are strict but caring, committed to taking good care of students' learning and development. Parents are highly supportive. With a strong emotional connection to the school, alumni actively contribute to their alma mater. Through the concerted efforts of different stakeholders, the school has made noticeable achievements in its priority tasks. Students are gradually making progress in character development and academic achievement. They are well-disciplined, caring for their peers, and sincere about their learning.

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

- The school has to invigorate co-ordination and collaboration among subject panels and committees to co-plan and review cross-disciplinary work, including national security education and information literacy, and provide timely support to ensure effective implementation of strategies and create synergy. The school also has to strengthen curriculum leadership to optimise cross-disciplinary teaching and assessment design.
- Given students' modest and receptive learning attitudes, teachers have to raise their expectations and requirements of student learning. They should design more student-centred learning activities, facilitate peer learning, and provide opportunities for students to practise, in order to gradually improve their proactiveness and initiative in learning. Teachers should also make good use of diversified learning and teaching strategies to guide students of different abilities

(especially the more able ones) to develop their full potential.