

EXTERNAL SCHOOL REVIEW REPORT

HKFYG Lee Shau Kee College



SCHOOL ADDRESS

12 Tin Kwai Road, Tin Shui Wai, Yuen Long

REVIEW PERIOD

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Education.

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1

REPORT SUMMARY



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1.1 CONTINUOUS DEVELOPMENT OF THE SCHOOL



1.1.1 The school has made commendable progress in actualising its educational aspirations and attained **very good achievements**.

- Effectively helped students achieve **outstanding performance in both academic and non-academic pursuits** in recent years
- Ample opportunities to develop and **excel** in students' different talents and build their confidence to **become leaders of tomorrow**
- New principal has established good rapport with the core management team which provided favourable conditions for deliberating on school future development
- Unfailing support from various stakeholders: PTA provides sponsorship and manpower; SSB provides professional advice and resources; external resources ranging from professional support network to innovative online programmes
- A team of new and young teachers who are open-minded to **innovative learning** and teaching practices
- Clear guidelines and mentor programmes to support teachers

1.1.2 A whole-school approach is adopted in school self-evaluation and the development focus of subject departments and committees are well in line with the school major concerns. The P-I-E culture has been gradually developed.



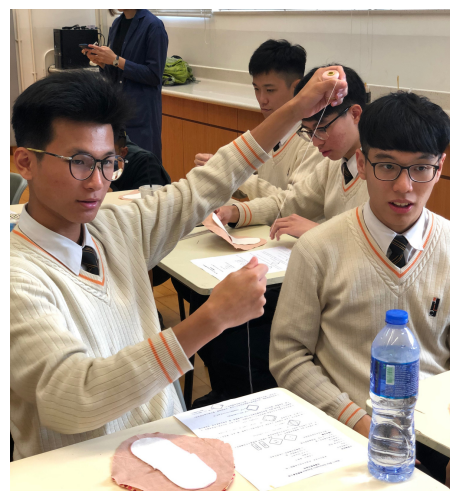
- Systematic review of its strengths and weaknesses
- Sufficient deliberation for consensus building in drawing up the school development plans
- Greater teachers' involvement in decision making and formulating plans
- **Student voices** are widely collected
- Make use of appropriate channels to present a clear picture about the latest school development and its direction and strategies
- Major Concerns: well adjusted based on evaluation of previous cycle, more specific targets and strategies
- Professional development programmes and communication between management and teachers: enabled all to have a shared understanding of major initiatives
- Good cascading of the school development focuses into the work plans of subject departments and committees
- **Teachers** are generally **reflective** and the process of P-I-E has been gradually incorporated into their daily practice





1.1.3 The school has strengthened school management and has made **good progress** to enhance teachers' professional growth.

- Organisation structure: strengthened to enhance efficiency and improve communication
- **Core management team**: play an **effective** role
- Professional growth of middle managers: training and opportunities properly provided to shoulder duties of higher responsibilities
- Teacher participation: substantial opportunities in subject-based inter-school professional networks
- **Experts from different fields**: carefully selected to provide teachers with professional training in addressing the major concerns
- Professional development: mechanism for **peer lesson observation** and **peer assignment inspection** rigorously enforced; good pedagogical practices and provision of quality feedback on student assignments are shared among teachers



1.2 LEARNING AND TEACHING



1.2.1 Appropriate strategies are devised to develop students' learning habits. **e-Learning** is suitably refined as the development focus to promote **self-directed learning** (SDL).

- Lesson studies: teachers' professional capacity to design different tasks at various stages of learning, to motivate students and enhance their understanding of the learning content has been duly enhanced; building on the good practices in previous year, the focus has been rightly shifted in the current year to **"facilitating SDL with e-Learning tools"**
- e-learning and cross-curricular elements: some of the assignments appropriately incorporated
- Guided Learning Plans (GLPs): concerted efforts made by subject departments with due consideration to subject specific features
- Reading: great importance to foster **reading skills to support SDL**; reading habit gradually developed; good endeavor made to design a school-based curriculum at S1 and S2; good range of graphic organisers introduced in Reading across the Curriculum lessons; students are able to **apply the reading strategies**; commendable efforts made by some subjects through project learning under a meaningful context



1.2.2 A range of measures are well in place to cater for students' diverse needs. A wide range of **online university programmes** are provided to stretch students' **potential**.

- Students with various talents and learning needs: due attention paid through any array of measures; split classes with seating arrangement in small groups with mixed abilities; graded learning tasks; bonus questions in internal assessment
- **Gifted Education** & Remediation (GEAR): teacher-mentor & workshops on study skills duly arranged; collaboration vigorously made with tertiary institutions in a series of online university programmes; positive impact on **broadening horizons**





1.2.3 Rich learning experiences are provided through a wide range of elective subjects offered.

- Life-wide learning: **exuberant learning experiences** provided through a wide range of activities (lunch-time, after-school activities, territory-wide musical performances and debate activities)
- National education: elements well embedded in various subjects
- Experiential learning experience: study tours to the Mainland and overseas countries on different themes; **students enjoy** the activities and **take an active role**
- Elective subjects: ample choices offered to suit students' different interest and needs



1.2.4 In class, students display pleasing progress in developing **self-learning habits**.



- Learning attitude: serious, **high motivation and engagement**
- Learning performance: **present ideas in English fluently** and jot down notes as instructed by teachers with individuals making personalized notes
- Teaching process: clear explanations and demonstrations; most teachers follow up students' pre-lesson preparation, a few teachers adeptly adopt e-learning tools to enhance engagement and make effective use of **e-platform** and tools to provide instant assessment of student performance and draw student attention to the common learning difficulties identified

- Teaching methodology: lecturing, group activities and pair work often adopted; in some lessons, meaningful group learning tasks, well aligned with the learning objectives with appropriate **scaffolding**; most teachers make good use of classroom resources such as small magnetic boards to let students share and display their ideas coming from discussion



- Feedback: timely and specific
- Catering for learner diversity: most teachers are aware of the need
- Effective lessons: a range of questions used to prompt or probe students with different abilities to express their views; graded worksheets thoughtfully designed in some subjects

1.3 STUDENT SUPPORT & SCHOOL ETHOS



1.3.1 A **comprehensive** school-based framework is developed to promote positive education. Co-ordinated efforts are made to nurture students' **whole-person development** through **well-structured** programmes.



- “Wisdom in Action” programme: a comprehensive school-based programme; student support working groups collaborated closely with subject panels to devise a wide array of activities, ranging from whole school to individual levels; the enhanced role of form teachers (responsible for delivering the WIA lessons) renders follow-up support to students in need more timely and strengthens teacher-student relationship; refinement in WIA programme content appropriately made
- Students’ needs: due attention given at different development stage to support their social and emotional well-being, eg external support and professional services from NGOs and tertiary institutions to strength students’ resilience; a **systematic life planning education is well in place**



1.3.2 Ample opportunities are created to foster students as **leaders of tomorrow with global perspectives**. Students' **leadership potential** is **effectively maximized** through abundant experiential learning.

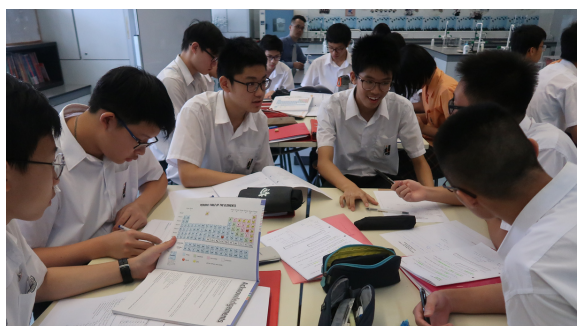
- Enhancing student leadership: student leaders are given **plenty of opportunities** to plan and lead various **student-led programmes**; they demonstrated **independent thinking and leadership skills** in leading a wide variety of Ambassadors Schemes; Form Committees established to encourage more students to initiate and organize programmes and competitions for team building and enhance their sense of belonging to the school; **leadership training** for all and for the outstanding students **systematically devised**; opportunities provided to **meet leaders overseas** to broaden their horizons
- **Student voice on school policy**: given greater importance; Head Prefects and Student Union Representatives join the school teacher management meetings in making school policy which aligns with the school direction in developing leadership quality and strengthen **sense of belonging** to the school; **views from students seriously considered** in planning the locations and themes of study tours; various opportunities given to the outstanding students to attend **international events** such as joining the **United Nations' conference** overseas to pave way for them to become **leaders of tomorrow with a global perspective**

1.4 STUDENT PERFORMANCE



The academic performance of students is **excellent**. They actively participate in various competitions and activities with good results obtained.

- Students: **courteous and sincere**; a serious attitude towards their studies and willing to strive for the best; most of them are **confident** and can communicate in **fluent English** and Chinese; student **leaders** demonstrate **a strong sense of responsibility** and **good leadership attributes**
- Campus atmosphere: **lively and respectful**; student with different potentials are **free to excel** in their own journey of growth
- HKDSE: in the past 3 years, students meeting the general entrance requirements for local undergraduate university programmes and sub-degree courses were above the territory averages of day school students; taking into account the S1 intake, the school attained **excellent results**



- Activities: students are keen to participate in a wide range of activities; good performance in a number of local and inter-school competitions of various nature, such as **drama, sports, music, verse speaking, leadership** programmes and competitions

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EXTERNAL SCHOOL REVIEW METHODOLOGY

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- 2.1 The ESR team conducted the review in late November and early December 2019 to validate the school's self-evaluation and its impact on the school's development. Suggestions are made to facilitate the school's continuous improvement and development.
- 2.2 The ESR team employed the following methods to understand the situation of the school:
- Scrutiny of documents and data provided by the school before and during the school visit;
 - Observation of 37 lessons taught by 37 teachers;
 - Observation of various school activities, including assemblies, lunch- time and after-school activities; and
 - Meetings and interviews with the Supervisor, Chairperson and members of the SMC, Principal, Vice Principal, Deans, panel chairpersons, heads of functional committees, teachers, school social worker, Student Guidance Personnel, parents and students.





3 CURRENT DEVELOPMENT OF THE SCHOOL

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- 3.1 The school is a Direct Subsidy Scheme (DSS) School established in 2006 by The Hong Kong Federation of Youth Groups. The school vision is to provide the best nurturing opportunities that unleash students' potential, inspire excellence and cultivate lifelong learners and leaders of tomorrow.
- 3.2 The class structure approved by the Education Bureau and the number of students¹ in the current school year are as follows:

Level	S1	S2	S3	S4	S5	S6	Total
No. of Classes	5	5	5	5	5	5	30
No. of students	147	137	110	111	108	122	735

- 3.3 The core management team of the school comprises the Principal, the Vice-Principal and four Deans. The Principal was recently appointed to the school in 2018/19 while the Vice Principal and 4 Deans have been serving in the school for over 10 years. Many other teachers are relatively new, including some members of the middle management. Nearly 50% of the teachers serve in the school for less than 4 years.
- 3.4 The last Comprehensive Review (CR) was conducted to the school in 2012. The key recommendations were (1) enhancing classroom strategies through professional development; (2) strengthening the leadership of middle managers; and (3) enhancing SSE for continuous school development.
- 3.5 The school major concerns (MCs) of 2015/16 – 2017/18 were 1) to strengthen students' learning skills, habits and attitudes; and 2) to enhance learning culture among teaching and supporting staff. The school MCs of 2018/19 to 2020/21 are 1) cultivating passionate life-long learners; and 2) embracing flourishing lives.

¹ Based on administrative records kept in the Bureau's information system



4 EXTERNAL SCHOOL REVIEW FINDINGS



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4.1 The school has made commendable progress in actualising its educational aspirations and attained very good achievements. Different measures are explored to maintain a stable team of competent staff to secure success in years to come and bring the school to reach new heights.

4.1.1 As a DSS school with a relatively short history, the school has effectively helped their students achieve outstanding performance in both academic and non-academic pursuits in recent years. Students with potentials in sports, music, community services are given ample opportunities to develop and excel in their different talents and build their confidence to become leaders of tomorrow, a refined focus of the school in the current school development cycle (SDC).

4.1.2 The new principal has established good rapport with the core management team which provided favourable conditions for deliberating on school future development. The school has gained unfailing support from its various stakeholders. Apart from the Parent-Teacher Association who provides support in terms of sponsorship and manpower to facilitate the development of the school, the School Sponsoring Body also furnishes strong and solid support to the school by providing professional advice and resources. Other external resources ranging from professional support network to innovative online programmes have also been aptly tapped.

4.1.3 The school has a team of new and young teachers who are open-minded to innovative learning and teaching practices. The school management has suitably developed clear guidelines and mentor programmes to support them. To facilitate continuous school advancement, the school is working in the right direction to explore different measures to maintain a team of competent teaching staff and enhance the professional support to them to ensure the effective implementation and sustainability of its various initiatives.

4.2 A whole-school approach is adopted in school self-evaluation and the development focus of subject departments and committees are well in line with the school major concerns. The P-I-E culture has been gradually developed.

4.2.1 The school conducts systematic review of its strengths and weaknesses, taking into account the latest development in education policies, as well as students' needs in formulating its MCs and implementation strategies. In drawing up the school development plans, there is sufficient deliberation for consensus building. Greater teachers' involvement in decision making and formulating plans is evident. Student voices are widely collected through meetings between the class representatives of each level with the principal as well as student consultation meetings organised by the Student Union. The school also makes use of appropriate channels to present a clear picture about the latest school development and its direction and strategies for moving forward to its stakeholders to enhance transparency and communication.

4.2.2 The two current MCs, are the continuation and extension of the focus in the last development cycle. Greater emphasis is put on cultivating students to be lifelong learners in MC1 and fostering their positive values in MC2. The MCs in this development cycle are well adjusted based on evaluation of previous cycle and more specific targets and strategies are devised for implementation. Professional development programmes and communication between the management and the teachers have enabled all to have a shared understanding of the school's major initiatives. A good cascading of the school development focuses into the work plans of subject departments and committees is observed. Online student surveys are duly designed by individual subject departments and committees to understand the needs of students, complementing teachers' views and observations. Teachers are generally reflective and the process of P-I-E has been gradually incorporated into their daily practice. For example, good attempts are made to collect evidence on student learning outcomes which is reflected upon by teachers for understanding the impact of the strategies adopted. Annual themes of student support services, such as care for others chosen this year, are appropriately set after analysing the relevant data collected through surveys.

4.3 The school has strengthened school management and has made good progress to enhance teachers' professional growth.

4.3.1 The organisation structure has been strengthened by introducing a core management team which comprises the Principal, the Vice-Principal and four Deans after the CR to enhance efficiency and improve communication. The school policy is mainly formulated by the Academic Affairs Committee (AAC), Student Affairs Committee (SAC) and Administrative Committee under the core management team. They play an effective role in explaining the school policy to the teachers and collect their views to the management timely. To enhance the professional growth of the middle managers, the school properly provides them with training and opportunities to take up functional duties to broaden their perspectives and shoulder duties of higher responsibilities. For example, in peer lesson observations as well as the open class to the public, the subject panel heads usually open their classrooms first for professional sharing. They also take up a leading role in keeping track of the latest development in e-learning resources and conduct sharing on good practices in teacher network activities to enhance learning and teaching.

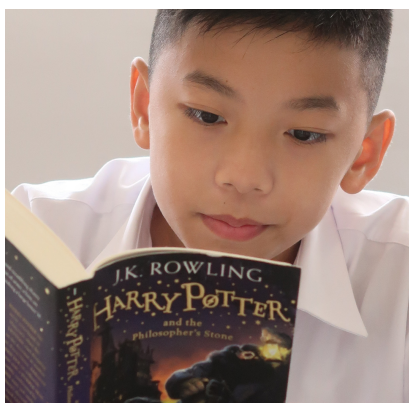
4.3.2 To follow up on the recommendation of the last CR report and to address the MC in the last SDC, substantial opportunities are provided for teachers to participate in subject-based inter-school professional networks to broaden their perspectives and facilitate professional exchanges on the latest pedagogical approaches through meetings and open classes. In addition, experts from different fields are carefully selected to provide teachers with professional training to cater for teachers' needs in addressing the MCs. To foster a sharing culture, a mechanism for peer lesson observation and peer assignment inspection is rigorously enforced. Good pedagogical practices and the provision of quality feedback on students' assignments are shared among teachers in the KLA and staff meetings.

4.4 Appropriate strategies are devised to develop students' learning habits. e-Learning is suitably refined as the development focus to promote self-directed learning (SDL).

4.4.1 The promotion of lesson studies and “Guided Learning Plans” (GLPs) as well as developing students' reading skills are the key strategies to develop students' habits of and attitudes towards learning in the current SDC. Teachers' professional capacity to design different tasks at various stages of learning, including pre- and post- learning tasks, to motivate students and enhance their understanding of the learning content has been duly enhanced in the lesson studies. Building on the good practices in conducting lesson studies in the previous year, the focus of the lesson studies has been rightly shifted in the current year to “facilitating SDL with e-learning tools” that aligns with the school policy of “Bring Your Own Devices” (BYOD) to be introduced in the near future. An e-learning working group has been set up to explore a common e-platform for teachers' use in addition to an increasing use of e-resources in the design of assignments and classroom learning and teaching. From some of the assignments examined, e-learning and cross-curricular elements are appropriately incorporated in the design. Opportunities are given for students to connect their learning experiences across different subjects to explore the related topics in greater depth. Taking a step forward, teachers could guide students to reflect on their learning and monitor their own progress independently.

4.4.2 GLPs is another key measure in promoting SDL with the aim of helping students take charge of their learning gradually. Concerted efforts have been made by subject departments to design the GLPs with due consideration to the subject specific features. However, certain learning activities of the GLPs are considered too challenging for some students based on their performance. More deliberations could be made on evaluating the design of the GLPs with due reference to students' learning performance and the effectiveness of enhancing students' self-directed learning capabilities.

4.4.3 Great importance is attached to fostering students' reading skills to support SDL. A habit of reading is gradually developed among students. Apart from arranging thematic book displays and the morning reading lessons, good endeavour has been made to design a school-based curriculum at S1 and S2 to promote reading to learn. A good range of graphic organisers are introduced in the "RaC" (Reading across the Curriculum) lessons to enable students to have more in-depth understanding of reading texts of a variety of text types. As observed, students are able to apply the reading strategies learnt in the post-reading tasks. In addition, commendable efforts are made by some subjects to promote reading across the curriculum through project learning under a meaningful context.



4.5 A range of measures are well in place to cater for students' diverse needs. A wide variety of online university programmes are provided to stretch students' potential.

4.5.1 Due attention is paid to catering for “students with various talents and learning needs” through an array of measures. Split classes with seating arrangement in small groups with mixed abilities are well in place to promote more classroom interaction in major subjects of the junior levels. Graded learning tasks are suitably introduced in the GLPs of some subjects to provide reasonable challenge to extend student learning. Bonus questions are aptly incorporated in the internal assessment to stretch students' potential.

4.5.2 Apart from the arrangement of subject-based enhancement classes to consolidate the learning of the less able ones, students with academic problems are assigned a teacher-mentor to provide individualised guidance, and workshops on study skills are duly arranged under the programme “Gifted Education & Remediation” (GEAR). Student performance with reference to their internal assessment results is closely monitored to check if students need to attend the support class. Echoing the principle of gifted education for all, collaboration is vigorously made with tertiary institutions to support students of different abilities to enrol in a series of online university programmes covering a wide range of disciplines based on their own interests and learning pace. Examples of online programmes include language, law, and gamification and programming. Positive impact on broadening students' horizons through the exchanges with other online learners from different countries and embarking their passion for learning in the interested fields from students' reflection is observed.

4.6 Rich learning experiences are provided through a variety of life-wide learning activities and elective subjects offered. The restructuring of the school-based Personal, Social and Humanities Education (PSHE) Key Learning Areas (KLA) curriculum in recent years is a step in the right direction to build up students' foundation knowledge and skills at the junior secondary level.

4.6.1 Exuberant learning experiences are provided through a wide range of life-wide learning activities including a good variety of lunch-time, afterschool activities, territory-wide musical performances and debate activities to enrich students' school life. In addition, elements of national education (including Basic Law education) are well embedded in various subjects. By arranging study tours to the Mainland and other overseas countries on different themes, experiential learning experience is provided for students from different levels to enhance their understanding of the motherland and enrich their global perspectives. As observed, students enjoy the activities and take an active role in them.

4.6.2 Ample choices of elective subjects including Applied Learning are offered to suit students' different interests and needs at the senior secondary level. In the junior secondary level, Technology Education (TE) is delivered mainly through Computer Literacy. In response to the recommendations of the CR, attempts have been made to organise a variety of activities to enhance students' exposure to the learning elements under the TE KLA. To strengthen the learning and teaching of TE, the school might consider extending the TE related activities to all junior secondary students throughout the school year to widen their exposure to the learning elements under the KLA within and outside the classroom. The restructuring of the school-based PSHE KLA curriculum which started from S1 in the 2018/19 school year is a step in the right direction to build up students' foundation knowledge and skills at the junior secondary level. While the curriculum of Life and Society is delivered through the school-based Liberal Studies in S1 and S2 at present, other essential elements are to be incorporated in the school-based Economics in S3 in the 2020/21 school year. To align with the current review of the PSHE KLA curriculum, it is advised that the school should also adopt the subject names as recommended by the Curriculum Development Council.

4.7 In class, students display pleasing progress in developing self-learning habits. Given students' serious attitude and generally high abilities in learning, their role in taking charge of their own learning could be strengthened.

4.7.1 Students display a serious learning attitude in class. They demonstrate high motivation and engagement in learning and teaching activities. Most of them are able to present ideas in English fluently and jot down notes as instructed by teachers with individuals making personalised notes.

4.7.2 Teachers' explanations and demonstrations are clear. Most of them follow up on students' pre-lesson preparation, such as connecting the GLPs to classroom learning activities to deepen students' understanding or clarify some of the key concepts. With the emphasis on promoting e-learning this school year, a few teachers adeptly adopt the e-learning tools to enhance engagement. They make effective use of e-platform and tools to provide instant assessment of students' performance and draw students' attention to the common learning difficulties identified.

4.7.3 Other than lecturing, group activities and pair work are often adopted as the main modes of learning and teaching. In some lessons, meaningful group learning tasks, well aligned with the learning objectives with appropriate scaffolding, are designed to facilitate student learning throughout the lessons. Most teachers make good use of classroom resources such as small magnetic boards to let students share and display their ideas coming from discussion. Yet, individual students are sometimes passive in group discussions and insufficient strategies are employed to encourage them to participate in the activities. Teachers could assign different roles based on their ability levels in the group to engage them in peer learning. While teachers generally provide timely and specific feedback to students, some teachers tend to elaborate on students' ideas immediately, giving them limited opportunities to explain their ideas or conduct peer evaluation.

4.7.4 Most teachers are aware of the need of catering for learner diversity during lessons. Individual support to students with learning difficulties is usually duly rendered during activities. In individual lessons observed, some very able students complete the class activities much quicker than their peers. In order to extend their learning and stretch their potentials, a wider range of strategies could be considered to cater for the more able students. In the effective lessons, a range of questions are used to prompt or probe students with different abilities to express their views. Graded worksheets are thoughtfully designed to cater for learner diversity in some subjects.



4.8 A comprehensive school-based framework is developed to promote positive education. Co-ordinated efforts are made to nurture students' whole-person development through well-structured programmes.

4.8.1 A comprehensive school-based programme, “Wisdom in Action” (WIA) is developed to promote positive education. Student support working groups collaborated closely with subject panels to devise a wide array of activities, ranging from whole school to individual levels, such as WIA lessons, thematic learning weeks, serving opportunities as well as various award schemes to nurture students' whole-person development and celebrate students' achievements. Starting from this year, form teachers are responsible for delivering the WIA lessons which were previously conducted by different student support working groups. The enhanced role of the form teachers not only renders follow-up support to students in need more timely but also strengthens teacher-student relationship. Refinement in WIA programme content including the revision of the materials is also appropriately made to empower the form teachers to conduct the programmes effectively.

4.8.2 Due attention is given to addressing students' needs at different stages of development to support their social and emotional well-being. For example, external support and professional services from NGOs and tertiary institutions are aptly solicited to provide both preventive and remedial services to students to strengthen students' resilience. Besides, to facilitate students to explore their meaning of life in addressing the MC of embracing flourishing lives, a systematic life planning education is well in place. The key elements of self-understanding and development, career exploration and career planning and management are adequately covered across different levels. Students are guided to set personal goals and plan for their career pathway through a series of life planning workshops and participating in a wide range of job shadowing and workplace visits. Effective and close communication is maintained among the school social workers, the SENCO, the student counsellor and form teachers to understand and address the individual needs of students with special educational needs (SEN students). Currently, teachers are encouraged to attend short courses on topics related to support to SEN students. To build on the good support given, the school could devise a more strategic plan for enhancing and sustaining the professional capacity of teachers in catering for SEN students with different learning needs.

4.9 Ample opportunities are created to foster students as leaders of tomorrow with global perspectives. Students' leadership potential is effectively maximised through abundant experiential learning.

4.9.1 To echo the current SDP in enhancing student leadership, student leaders are given plenty of opportunities to plan and lead various student-led programmes. They demonstrated independent thinking and leadership skills in leading a wide variety of Ambassadors Schemes. Form Committees in both junior and secondary levels are also established to encourage more students to initiate and organise programmes and competitions for team building and enhance their sense of belonging to the school. Leadership training for all and for the outstanding students are systematically devised. For example, an Overseas Students Ambassador Programme for all S3 students is suitably provided to guide them to plan and conduct projects on global issues such as poverty to raise their social awareness. Opportunities are also provided to meet leaders overseas to broaden their horizons.

4.9.2 Student voice on school policy has also been given greater importance. Starting from last year, Head Prefects and Student Union Representatives have been invited to join the school teacher management meetings to engage them in making school policy such as upgrading of the school facilities. Such arrangement aligns with the school direction in developing leadership quality of their students and strengthen students' sense of belonging to the school. Besides, views from students are seriously considered in planning the locations and themes of the study tours to meet the different needs and interests of students. Various opportunities are also given to the outstanding students as school representatives to attend international events such as joining the United Nations' conference overseas to enrich their learning experiences and pave way for them to become leaders of tomorrow with a global perspective.

4.10 The academic performance of students is excellent. They actively participate in various competitions and activities with good results obtained.

4.10.1 Students are courteous and sincere. They exhibit a serious attitude towards their studies and are willing to strive for the best. Most of the students are confident and can communicate in fluent English and Chinese. Student leaders demonstrate a strong sense of responsibility and good leadership attributes. With the lively and respectful campus atmosphere, students with different potentials are free to excel in their own journey of growth.

4.10.2 In the past three years, the percentages of students meeting the general entrance requirements for local undergraduate university programmes and sub-degree courses in the Hong Kong Diploma of Secondary Education Examination (HKDSE) Examination were above the territory averages of day school students. Taking into account the SI intake, the school attained excellent results in the HKDSE Examination in the past three years.

4.10.3 Students are keen to participate in a wide range of activities. They have good performance in a number of local and inter-school competitions of various nature, such as drama, sports, music, verse speaking as well as leadership programmes and competitions.





5 SUGGESTIONS FOR IMPROVEMENT

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Taking into account students' serious attitude and their good progress in developing learning habits, more opportunities could be given to encourage students to take charge of their own learning by engaging them more in the learning process. Students could contribute more to knowledge construction and consolidate their own learning in lessons. As the school has a young team of teaching staff of varying experience, continued emphasis could be put on enhancing all teachers' pedagogical content knowledge and sharing good practices across different KLAs to enhance teachers' professional capacity



A young man with dark hair, wearing a school uniform, is focused on using a black compass to measure an angle on a large, textured rock. He is wearing a black smartwatch on his left wrist. The background is a blurred outdoor setting with green grass and other people in school uniforms.

6 SCHOOL RESPONSE

HLC

HLC is dedicated to creating a positive environment where young minds are inspired and enthused to challenge themselves and strive for excellence inside and beyond the classroom. We are committed to nurturing students to be intellectually competent, with positive moral characters, values, conscientiousness and physical prowess.

We welcome the following strengths recognized by the ESR Team:

Continuous Development

1. The school has made commendable progress in actualising its educational aspirations and attained very good achievements.
2. A whole-school approach is adopted in school self-evaluation.

Learning & Teaching

3. e-Learning is suitably refined as the development focus to promote self-directed learning (SDL).
4. A range of measures are well in place to cater for students' diverse needs and a wide range of online university programmes are provided to stretch students' potential.
5. Rich learning experiences are provided through a wide range of elective subjects offered.
6. Students display pleasing progress in developing self-learning habits.

Student Support & School Ethos

7. A comprehensive school-based framework is developed to promote positive education and co-ordinated efforts are made to nurture students' whole-person development through well-structured programmes.
8. Ample opportunities are created to foster students as leaders of tomorrow with global perspectives and students' leadership potential is effectively maximized through abundant experiential learning.

Student Performance

9. The academic performance of students is excellent and they actively participate in various competitions and activities with good results obtained.

Taking into account HLCians' serious attitude and good progress in developing learning habits, HLC will continue to strive for excellence and provide quality education in response to the suggestions made by the ESR Team as follows:

Encouraging students to take charge of their own learning by engaging them more in the learning process and continued emphasis on enhancing teachers' professional capacity

According to the ESR Report, we already have good measures and foundation as follows:

- 4.4 : Appropriate strategies are devised to develop students' learning habits.
- 4.4.2 : Concerted efforts have been made by subject departments to design the Guided Learning Plans with due consideration to the subject specific features.
- 4.4.3 : Great importance is attached to fostering students' reading skills to support SDL.
- 4.7.1 : Students demonstrate **high motivation and engagement in learning** and teaching activities.
- 4.3 : The school has made good progress to enhance teachers' professional growth.
- 4.3.2 : Substantial opportunities are provided for teachers to participate in subject-based inter-school professional networks to broaden their perspectives and facilitate professional exchanges on the latest pedagogical approaches through meetings and open classes.

"Cultivating Passionate Lifelong Learners" is our major concern in development plan 2018-2021. With our solid foundation, HLC will keep enhancing students' SDL through our systematic approach to prepare HLCians for lifelong learning.

HLC will continue to actualise our vision to provide the best nurturing opportunities that unleash students' potential, inspire excellence and cultivate lifelong learners and leaders of tomorrow.









More than an education