

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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More
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Education.

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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.



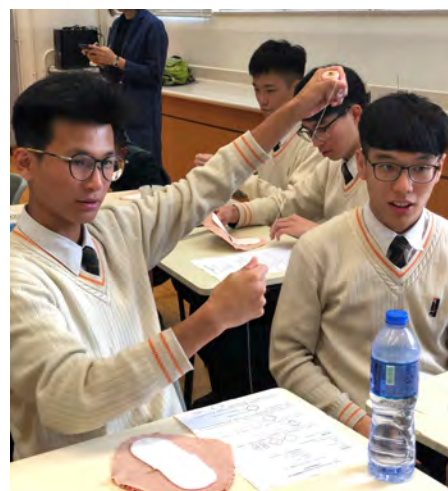
- Systematic review of its strengths and weaknesses
- Sufficient deliberation for consensus building in drawing up the school development plans
- Greater teachers' involvement in decision making and formulating plans
- **Student voices** are widely collected
- Make use of appropriate channels to present 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



2 EXTERNAL SCHOOL REVIEW METHODOLOGY

3 CURRENT DEVELOPMENT OF THE SCHOOL

4 EXTERNAL SCHOOL REVIEW FINDINGS

5 SUGGESTIONS FOR IMPROVEMENT



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SCHOOL
RESPONSE



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.





HLC



More than an education