

External School Review Report

Chiu Lut Sau Memorial Secondary School

School Address: 7 Tai Yuk Road, Yuen Long, NT

Review Period : 12 to 13, 15, 20 and 23 May 2025

**Quality Assurance Division
Education Bureau**

July 2025

Notes on the External School Review Report

1. This report covers the current development of the school and the key External School Review (ESR) findings. Suggestions for improvement are also given for the school's reference and follow-up.
2. The report is intended for the key stakeholders of the school, including members of the School Management Committee (SMC), teachers, specialist staff, parents and students.
3. The Education Bureau (EDB) will upload the concluding chapter of the ESR report to the EDB website for public access. The school should also release the content of the report to the key stakeholders by making the ESR report available in the school premises for their easy access. To further enhance transparency, the school is strongly encouraged to upload the report to its homepage.
4. The SMC should lead the school to follow up on the suggestions made in the report, in order to facilitate its self-improvement and enhance its continuous development.

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1. External School Review Methodology

- 1.1 The ESR team conducted the review in May 2025 to validate the school self-evaluation (SSE) and its impact on the school's development. Suggestions are made to facilitate the school's continuous improvement and development.
- 1.2 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 ESR;
 - Observation of 36 lessons taught by 36 teachers;
 - Observation of various school activities, such as the national flag raising ceremony, Academic Week activities and Other Learning Experiences (OLE) lessons; and
 - Meetings and interviews with the key stakeholders of the school including the school management¹, teachers, specialist staff, parents and students.

2. Current Development of the School

- 2.1 The school vision is to provide students with a balanced education aiming at excellence in moral, intellectual, physical, interpersonal and aesthetic fields. In accordance with the motto "Wisdom, Virtue, Honesty and Progress", the school strives to help students develop desirable behaviours and abilities.
- 2.2 The class structure approved by the EDB and the number of students² in the current school year are as follows:

Level	S1	S2	S3	S4	S5	S6	Total
Number of Classes	4	4	4	4	5	4	25
Number of Students	139	144	134	115	140	120	792

- 2.3 The Principal has taken up the post in the school since the 2021/22 school year. Around 30% of the teachers, including two of the Vice-principals, have served in the school for more than 10 years. Nearly half, including the other Vice-principal, have worked in the school for less than five years.
- 2.4 The previous ESR report (2011) made the following recommendations: (1) enhancing the Planning-Implementation-Evaluation cycle to strengthen the SSE at all levels; and (2) enhancing classroom learning and teaching by adopting a student-centred approach.

¹ The school management generally refers to the SMC, school head and deputy heads

² Based on administrative records kept in the Bureau's information system during the ESR

- 2.5 The major concerns (MCs) of the previous school development cycle (2021/22 to 2023/24 school years) are: (1) empowering students to become active learners for lifelong learning; and (2) nurturing students' positive values and attitude for personal growth.
- 2.6 The MCs of the current school development cycle (2024/25 to 2026/27 school years) are: (1) augmenting students' intellectual inquisitiveness and capabilities to become efficacious learners; and (2) fostering students' holistic well-being: empowering physical, social and mental health through positive values education.

3. External School Review Findings

- 3.1 **With the evidence-based SSE, student-centred school development focuses are set; continuous efforts are needed to strengthen the effectiveness of evaluation at the subject panel and functional committee level.**

3.1.1 Upholding an evidence-based approach to conducting the SSE, the school formulates MCs that address students' learning and development needs in the current development cycle. With reference to the data from the EDB-provided SSE tools and teachers' observation, the school has noticed that students' habit of doing physical exercise, emotional wellness and peer relationships need improvement. It aptly focuses on fostering students' holistic well-being through helping them establish a healthy lifestyle and proper values, such as filial piety and empathy, in one of the MCs. The MC of nurturing efficacious learners is a progression from the MC about active learners in the previous cycle. Building on the initial success in raising students' reading interest, the school advances to improving students' language proficiency through reading this cycle. The school has also shifted the focus from equipping students with study skills, the target of which is largely achieved, to enhancing their learning motivation and inquiry skills to better support lifelong learning. Comparing the recent two cycles, the school has shown a heightened awareness about setting student-centred targets. Nonetheless, the expected learning outcomes of the target values are still not clearly delineated. The school could prescribe specific student performance as success criteria to further facilitate the review of their development of the featured values.

3.1.2 The SMC provides concrete feedback that supports the school in addressing its priority tasks, including suggesting ways to connect the promotion of reading and values education. Congruent with the MCs, the school devises a feasible outline of strategies. Cross-disciplinary collaboration is fostered through some strategies, namely project learning and

the organisation of the Academic Weeks. With an established monitoring mechanism, most subject panels and functional committees suitably address the MCs with corresponding programme plans, and carry them out orderly.

3.1.3 In line with the school's development focuses, relevant subscales of the Assessment Program for Affective and Social Outcomes about physical health and generic skills are appropriately selected to understand students' lifestyle patterns and perceptions towards learning. The school rigorously analyses the quantitative data, including scrutinising responses to individual question items, and comparing the data by year level. At the end of each school year, there is wide teacher participation in discussing the work effectiveness with reference to both quantitative and qualitative data. The school-level evaluation places due emphasis on identifying students' strengths and weaknesses against the targets. Suitable refinements of the strategies are made based on the evaluation findings. Take the MC about holistic well-being as an example. Besides continuing the promotion of students' resilience, the school strengthens parent education and classroom management in the current cycle in view that some students' emotional wellness is adversely influenced by their relationships with family and peers.

3.1.4 The effectiveness of evaluation varies at the subject panel and functional committee level. While the evaluation findings of some subject panels properly reflect students' learning outcomes, most evaluations of the functional committees are descriptions of the work done and students' attitudes in joining the activities rather than their development of the featured values of perseverance, respect and responsibility. All in all, continuous efforts are needed to follow up on the recommendations made in the previous ESR report on strengthening the evaluation effectiveness. It is advisable to review work effectiveness against the targets of the programme plans so that the evaluation findings can focus on student performance.

3.2 Internal and external resources are well deployed to support students' whole-person development; more teacher professional exchanges on use of assessment data and pedagogy could be organised.

3.2.1 The school actively explores and effectively utilises internal and external resources to foster students' whole-person development. Alumni staunchly support the school in various aspects through, for example, proactively donating books to promote reading and assisting in activities about healthy lifestyle. Students' assistance is rightly solicited in helping their peers learn by hosting booths at the Academic Weeks, and conducting sharing on the target values. With the resources from the founding family, EDB and external organisations, the school successfully enriches students' learning experiences, offering them opportunities to join short-term courses by local and overseas tertiary institutions, and activities and competitions ranging from information literacy workshops to environmental protection endeavours.

3.2.2 In-house and inter-school teacher professional development programmes are thoughtfully arranged to facilitate the implementation of the school's priority tasks. The school attaches much importance to enhancing teachers' assessment literacy. Besides thematic workshops by a tertiary institution, the school's practice of small-group "Collaborative Exercise" comprising collaborative lesson planning with peer lesson observation is optimised with a focus on addressing students' learning difficulties this school year. While more subject panels have shifted from commenting on students' learning attitude to pinpointing their weaknesses when analysing performance assessment results, only a few subject panels can propose specific learning and teaching strategies accordingly. On the whole, there is still room for improvement in teachers' use of assessment data to inform curriculum planning and pedagogy, and effective practices could be widely shared. Capitalising on the existing professional exchange platforms, teachers could also explore questioning and feedback techniques to stretch students' potential and enhance learning and teaching effectiveness.

3.3 The school curriculum is characterised by rich learning experiences; some pleasing results are achieved in nurturing active learners; overall curriculum planning at the junior secondary (JS) level should be improved.

3.3.1 Upon optimising the four senior secondary (SS) core subjects, the school has made good use of the released lesson time to create space for students to attain whole-person development through the reading periods and the well-structured OLE lessons covering arts appreciation, values education and life planning education. In alignment with the latest educational trends, the JS curriculum properly includes the learning components on artificial intelligence. Nevertheless, Putonghua is not offered at S3; some essential learning elements in the Personal, Social and Humanities Education and Technology Education Key Learning Areas at the JS level are not fully covered. To help students build a solid knowledge foundation, the school should prioritise the review of the JS curriculum and the implementation of appropriate measures to supplement the relevant learning content for the respective year levels based on actual circumstances.

3.3.2 The school offers rich learning experiences for students. Life-wide learning (LWL) activities relevant to various subjects enable students across year levels to deepen and extend their learning in authentic contexts. Some activities also inculcate proper values and attitudes into students. For instance, students' understanding of the endangered species in Hong Kong is broadened and their sense of responsibility for protecting animals is cultivated through rearing horseshoe crabs before releasing them back to the wild. Echoing the target of fortifying students' learning motivation, subject panels and functional committees closely collaborate in organising a series of

Academic Weeks on various topics, such as healthy lifestyle and national education (NE). As observed, students thoughtfully design booths and are enthusiastic about helping their peers learn, thereby empowering students to assume ownership of their learning.

3.3.3 The school has adopted appropriate strategies to develop students' study skills, including the use of pre-lesson preparation and note-taking to facilitate learning, since the last development cycle. Some pleasing results have been achieved. Subject-based online learning materials are widely provided. Students at large are conscientious in completing these tasks for pre-lesson preparation and consolidation, displaying their eagerness to learn. Study skill workshops featuring the use of graphic organisers are aptly arranged for students. As seen in students' logbooks, they demonstrate the ability to highlight the key learning points, and use tables, concept maps and timelines to systematically organise information and ideas. While students have mastered these skills, the habit of taking notes on their own initiative has yet to be formed and could be enhanced. In the current cycle, the school focuses on developing students' inquiry skills through cross-curricular projects. Take the well-designed S1 project entitled "Our Community" as an example. With relevant learning in several subjects, students work in groups to search for the history and features of the visiting spots in the district, design a promotional brochure showcasing an itinerary for self-selected participants and make a video presentation. In the brochures scrutinised, students display their inquiry skills by selecting appropriate locations that suit the interests and needs of the target participants, and demonstrate their creativity and writing skills with a catchy title and vivid description. In sum, the school effectively uses project learning to help students apply knowledge and skills in an integrative manner.

3.4 Promotion of reading is beginning to bear fruit; the development of STEAM education is steady.

3.4.1 Through suitable strategies implemented since the previous development cycle, there is initial success in raising students' interest in reading. The themes of book exhibitions and sharing sessions are purposefully selected to align with students' daily life, thereby helping them relate to the texts. As observed, students are intrigued by the lively stories about travelling from books and personal experiences shared by teachers. In the current cycle, reading periods and cross-curricular reading activities are appropriately deployed to improve students' language proficiency. In the reading period observed, students can articulate their views on ways to help the poor based on an article about Mother Teresa's good deeds. As seen in students' writing about pandas, they can make reference to different subject-based reading materials to enrich the content and present the challenges faced by the endangered species in a concise and organised manner. All in all, the

school's promotion of reading is beginning to bear fruit.

3.4.2 The school is steadily developing its STEAM education for all, for fun and for diversity. With close collaboration among relevant subjects, a well-designed STEAM project is in place for all S2 students to individually design and build a model glider for in-class and inter-class competitions about the longest gliding distance. Students can apply cross-disciplinary knowledge and skills, such as material processing, force and motion, in the design thinking process. Some students successfully enhance the performance of their gliders by reducing weight or modifying the shape of the wing, displaying problem-solving skills. Students' reflections in the journal reveal their joy in learning about various principles and showcasing creativity. In the spirit of continuous refinement, the school appropriately incorporates the use of coding for students to make a glider controlled with a motor this school year. To cater for the interested students, enhancement classes covering diversified themes, ranging from robotics to drone technology, are suitably provided. The more able students are stretched through participating in external competitions.

3.5 Students display a serious attitude towards learning; questioning and feedback techniques should be enhanced to stretch students' potential.

3.5.1 With clear learning objectives, most lessons are designed with small tasks and step-by-step guidance to effectuate learning. Students are highly attentive and well engaged in the learning tasks, displaying a serious attitude towards learning. Most teachers' explanation is clear. Daily-life examples are aptly drawn upon to arouse students' interest and facilitate their understanding. Students show sustained motivation and a good grasp of the learning content. Closely following teachers' instructions, students can apply relevant knowledge and skills to conduct the learning tasks.

3.5.2 Peer learning in the form of group work and peer assessment is one of the school's strategies to encourage active participation. Group work is common but the effectiveness varies. The design of some tasks offers limited room for discussion and cooperation, causing some students to complete the learning tasks on their own. In the more effective lessons, teachers assign students clear roles, enabling them to exchange ideas and collaborate in the process. The good practice could be promoted among teachers to maximise the benefits of group work. While students display trilingual proficiency when answering teachers' questions, their habit of conversing with peers in English has yet to be formed. The English-speaking environment should be strengthened. Peer assessment is well deployed by a few teachers. With clear rubrics, students can provide useful comments to help their peers improve, showcasing meaningful peer learning.

3.5.3 Questions are frequently asked to assess students' understanding and monitor their progress. Some teachers demonstrate effective prompting skills

to encourage elaborate responses. Yet, the range of questions is generally limited. Teacher feedback is positive and timely but rather brief in most lessons. Given students' good ability and eagerness to learn, teachers should employ more challenging questions and offer constructive feedback to provoke students' high-order thinking, probe deeper into the learning topics and guide students to self-improve.

3.6 Values education, including the development of students' information literacy and national identity, is properly promoted in and outside the classroom.

3.6.1 Values education is duly infused in classroom teaching and LWL activities. Yearly target values are selected based on students' development needs, namely the promotion of filial piety to strengthen family bonds. Apart from thematic reading materials in subjects and sharing sessions, students are guided to reflect on their interaction with family members and write a letter to express their gratitude in a class teacher period. As seen in the letters, some students can suggest concrete actions as a token of thanks. Besides promulgating the priority values and attitudes, the school holistically plans the promotion of information literacy, with specific themes embedded in different subjects to nurture students' attitudes and abilities to use information effectively and ethically. In the OLE lessons observed, students can illustrate the negative impacts of fake news in the outline for their video production. The school values students' spirit to serve, with the JS and SS students serving the school and community respectively. Provided with structured training at S4 and S5, students can design community services that suit the target participants, such as engaging the elderly in activities that accommodate their physical fitness. Some devoted SS students proactively propose, organise and promote community service activities, displaying a strong willingness to serve.

3.6.2 In the cultivation of national identity, the school duly integrates elements of NE and national security education into learning activities in and outside the classroom. For instance, through discussion and reflection in subjects, students acknowledge that traditional craftsmanship is symbolic of Chinese culture and understand the importance of safeguarding cultural security; they can suggest proper ways to safeguard resource security in daily life. Beyond the classroom, students' understanding of our country is developed through LWL activities, including the display of students' posters featuring our country's achievements, quiz competition on Constitution and Basic Law designed by student ambassadors and Mainland study tours. Students actively participate in various internal and external NE-related activities and competitions, with outstanding results obtained. The national flag raising ceremonies are hosted by a well-trained uniform team. Students demonstrate proper etiquette at the ceremony observed.

3.7 Students' holistic well-being is fostered through diversified strategies; life planning education is well in place.

3.7.1 Promotion of students' well-being is comprehensive, encompassing the mental, social and physical aspects, with diversified strategies deployed. Good efforts have been made since the previous development cycle to improve students' mental health through motivational talks and stress reduction activities that help cultivate students' perseverance and resilience. In view of the negative impact of family and peer relationships on students' emotional wellness, the school rightly focuses on fostering their social well-being in the current cycle. Due emphasis is placed on building team spirit and an appreciative culture by introducing more inter-class competitions and a peer nomination mechanism to recognise students' contributions in class. A harmonious peer relationship is observed. Besides arranging thematic parent education programmes, the school is responsive to parents' views, deliberately organising more parent-child activities to strengthen family bonds this school year. Regarding students' physical health, their exposure to sporting experiences is increased through a good variety of sports, namely darts and indoor rowing, in and outside the classroom. Students are encouraged to achieve a particular target, such as the number of steps per day, in a new award scheme, which is conducive to helping them develop a habit of doing physical exercise. In general, students show interest in playing sports at recess and joining sports teams. Subject panels and functional committees closely collaborate to promote a healthy lifestyle at the Academic Week, with thematic booths featuring wholesome lunch menus designed by students, ways to maintain work-life balance and tips on refusing bad habits. Students show a good understanding of the featured topics as reflected in the consolidation worksheet.

3.7.2 Life planning education is well in place to help students plan for their future. Elements of self-exploration, time management and goal-setting are suitably incorporated into class teacher periods, OLE lessons and LWL activities across year levels. Noticing that students' understanding of multiple pathways needs improvement, the school aptly provides useful information on subject selection strategies and university entrance requirements, and easy access to individual guidance from teachers in a designated room. As observed, students are willing to explore their study and career paths with the teachers on duty.

3.8 Students are industrious, well-mannered and enjoy school life.

3.8.1 Students are industrious, self-disciplined and serious about their studies. They are well-engaged in learning activities and possess a good language command. Students are well-mannered, respectful to teachers and maintain a harmonious relationship with peers. They enjoy school life, demonstrate a strong sense of belonging towards the school, and are eager to

serve the school and the community. Student leaders are devoted to performing their duties and demonstrate strong leadership in organising activities.

3.8.2 In the past three years, the percentages of students meeting the general entrance requirements for local undergraduate university programmes in the Hong Kong Diploma of Secondary Education (HKDSE) Examination and the general entrance requirements for sub-degree programmes were above the territory averages of day school students. Taking into account the S1 intake, the school performed barely satisfactorily in the HKDSE Examination in the past three years.

3.8.3 Students actively participate in a wide range of academic, aesthetic and sports activities and competitions inside and outside school. They perform particularly well in drama, music, basketball and volleyball, securing numerous group and individual awards in inter-school and territory-wide competitions. They also have impressive achievements in various NE-related competitions, ranging from itinerary design for Mainland exchange programmes to Chinese-style foot drill.

4. Conclusion and Way Forward

Upholding an evidence-based approach to school self-evaluation, the school formulates student-centred development focuses, namely enhancing students' learning efficacy and holistic well-being. The school actively explores and effectively utilises internal and external resources to support students' whole-person development. The alumni and students are eager to assist in various aspects, ranging from the promotion of reading to the development of a healthy lifestyle. There is close collaboration between subject panels and functional committees in providing students with rich learning experiences that develop not only knowledge and skills, but also proper values and attitudes. With the school's sustained efforts in nurturing active learners, students are serious about their studies and well-engaged in learning activities. In promoting reading, the school is beginning to yield some positive results in raising students' reading interest and competence. Its STEAM education is developing steadily, with students expressing joy in building their own model gliders. Values education, including the promotion of students' information literacy and national identity, is properly implemented in and outside the classroom. Students' well-being, encompassing the physical, mental and social aspects, is promulgated through diversified strategies. Students enjoy school life and demonstrate a strong sense of belonging to the school. They actively participate in internal and external activities and competitions, obtaining pleasing results in various aspects.

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

- 4.1 The essential learning elements of a few Key Learning Areas are not fully covered at the junior secondary level. The school should prioritise the implementation of appropriate measures to improve the overall curriculum planning, thereby helping junior secondary students build a solid knowledge foundation.
- 4.2 There is room for improvement in the classroom learning and teaching effectiveness, particularly in teachers' use of questioning and feedback and the design of group work. Given students' good ability and eagerness to learn, teachers should employ more challenging questions and offer constructive feedback to provoke students' high-order thinking, probe deeper into the learning topics and guide students to self-improve. To maximise the benefits of peer learning, teachers are advised to provide sufficient room for discussion, increase the collaborative elements and assign clear roles before the group activities.