External School Review Report

Cheung Chuk Shan College

School Address: 11 Cloud View Road, North Point, Hong Kong

Review Period :   13, 14, 16, 21 and 24 May 2024

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 Incorporated Management Committee (IMC), teachers, specialist staff, parents and students.

3. The Education Bureau (EDB) will upload the concluding chapter of the ESR reports 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 encouraged to upload the report to its homepage.

4. The IMC 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.

Contents

1. External School Review Methodology

1.1　The ESR team conducted the review in May 2024 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 40 lessons taught by 40 teachers;
- Observation of various school activities, such as national flag-raising ceremony, STEAM Day and reading lessons; and
- Meetings and interviews with the key stakeholders of the school, including the school management[1], teachers, school social workers, parents and students.

2. Current Development of the School

2.1　Founded in 1969, Cheung Chuk Shan College is a subsidised co-educational secondary school under the sponsorship of Five Districts Business Welfare Association. The school strives for eminence in nurturing Hong Kong's leaders of tomorrow through the provision of the best quality education to nurture students to become literate, competent, conscientious and caring youths.

2.2　The class structure approved by the EDB and the number of students in the current school year are as follows[2]:

Level	S1	S2	S3	S4	S5	S6	Total
Number of Classes	5	4	5	4	5	4	27
Number of Students	161	117	133	117	137	91	756

2.3　The Principal and three Vice-principals have been serving in the school for more than 20 years. About 50% of the teachers have worked in the school for at least 10 years.

2.4　The previous ESR report (2013) made the following recommendations: to strengthen the SSE, the school needs to enhance the Planning-Implementation-Evaluation (P-I-E) cycle; and to enhance classroom learning and teaching by adopting a student-centred approach.

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[1] The school management generally refers to the IMC, Principal and Vice-principals
[2] Based on administrative records kept in the Bureau's information system during the ESR

2.5 The major concerns of the previous school development cycle (2018/19 – 2021/22 school years) are: (1) reinforcing the culture of active learning; (2) nurturing a caring culture; and (3) building stronger ties with alumni.

2.6 The major concerns of the current school development cycle (2022/23 – 2024/25 school years) are: (1) elevating the academic performance of students; and (2) nurturing positive values and life skills of students.

3. External School Review Findings

3.1 The school suitably facilitates continuous development through the SSE; integrative use of quantitative and qualitative SSE data and information should be further promoted.

3.1.1 The school has set clear directions and appropriate priorities to facilitate students' whole-person development and lifelong learning. The development targets in the school development plan (SDP) on elevating the academic performance and nurturing positive values and life skills of students are suitably set to tie in with the school's vision and mission, the needs of students and the educational trends. In response to the recommendations of the previous ESR on strengthening the SSE, the school has been making pleasing progress, gradually embedding the practice of P-I-E at both the school and subject panel and committee levels. Through conducting holistic review, the school management has truly reflected on the achievements and the areas for improvement in the last development cycle, followed by detailed discussion of the School Development Team. Staff meetings and subject panel and committee meetings have been held to solicit views and reach consensus on the development focuses in the SDP.

3.1.2 Findings from Stakeholder Survey, Assessment Program for Affective and Social Outcomes (APASO), various school-based surveys etc. are used to evaluate the effectiveness of the school work and adjust the school policies, such as the promotion of values education. Students' needs are appropriately identified through cross-year comparison of the evaluation data, including those from APASO. Subject panels and committees draw up programme plans to address the major concerns; yet the effectiveness of conducting evaluation varies among them. For example, some evaluations at subject panel and committee level mainly focus on completion of tasks or rely on the results obtained from questionnaire surveys, and not many take into consideration teachers' assessment of student performance. To facilitate more in-depth analyses, integrative use of quantitative and qualitative SSE data and information should be further promoted.

3.2 **Professional collaboration is well fostered and resources are aptly deployed to support student development.**

3.2.1 In response to the latest educational trends, the school management promotes healthy lifestyle through organising Activity Days on a regular basis and providing a rich variety of life-wide learning activities for students. Data Analysis Working Group and Global Learning Committee have been set up to enhance the use of evaluation data and students' global identity respectively. In line with the suggestions made in the previous ESR report, the school management and middle managers promote collaboration across subjects, Key Learning Areas (KLAs) and committees with pleasing outcomes. One example is the Language across the Curriculum (LaC) programmes, which provide more opportunities for students to use English in authentic context.

3.2.2 The school puts emphasis on teachers' professional development and team building. Professional development is fostered within subject panels and committees through sharing of good practices in line with the major concerns. Apart from providing the induction programme, the school suitably supports new teachers through arranging special professional development sessions to equip them with the necessary skills on communicating with parents on the Parents' Day and supporting students with special educational needs.

3.2.3 The school management aptly taps resources to enrich students' learning experiences in STEAM education and innovation and technology (I&T). Mainland and overseas experts are invited to conduct talks for students. The alumni support school development through sponsoring school projects and joining the school mentorship programmes to offer advice on life planning to students.

3.3 **Diversified learning experiences are provided to facilitate students' all-round development; yet the school should review and improve the planning of the junior secondary curriculum.**

3.3.1 The school provides diversified learning experiences to facilitate students' all-round development in the moral, intellectual, physical, social and aesthetic aspects, covering community services, local visits, and study tours to the Mainland and overseas countries. Apart from nurturing students' sense of national identity and their responsibility to environmental protection, the school has suitably focused on cultivating students' proper values, including law-abidingness and commitment.

3.3.2 At the senior secondary (SS) level, a good range of elective subjects is offered, covering courses of Applied Learning, to suit students' different interests and needs. The curriculum for the junior secondary (JS) level does not fully cover the core elements of the Science Education and Technology Education KLAs. At the same time, some learning contents of the SS curriculum in these two KLAs are taught at the JS level. The school should

review the JS curriculum and ensure full coverage of the core learning elements to help students build a solid foundation for their studies at the SS level.

3.3.3   Subject panels formulate concrete strategies to help students progressively develop learning skills and habits starting from S1, including language skills and note-making skills.   Pre- and post-lesson tasks, in forms of videos, reading materials and worksheets, are developed to reinforce students' learning habits.   The school sets clear classroom assessment rubrics to assess students' learning performance in class.

3.3.4   Students suitably use a set of clearly defined peer assessment rubrics for giving feedback to their peers and reflecting on their own learning.   From the samples of student work scrutinised, students demonstrate problem-solving, critical thinking and collaboration skills, and are able to make detailed notes or organise learning contents systematically.   Data on student performance, such as mark distribution, are thoroughly analysed.   Some subject panels make effective use of the assessment data to inform curriculum planning.   They also refine the pedagogies to cater for learner diversity through devising differentiated learning materials, breaking down learning tasks into small and manageable steps, and using more visual stimuli.   Some assignments are well designed to include open-ended questions or provide students with choices to create room for them to take charge of their learning.

3.4   The school is making good progress in providing cross-curricular learning experiences and developing a favourable English learning environment to enhance learning.

3.4.1   Collaboration among subject panels and committees in organising cross-curricular activities has been stepped up since the last ESR.   A variety of learning experiences in and outside the classroom have been provided for students to learn and communicate in English.   LaC projects are properly implemented to support students to learn in the English medium.   For example, under the collaborative effort of the English and other subject panels, including the PSHE KLA, students' language skills have been strengthened through a series of well-planned learning activities.

3.4.2   With a clear direction to foster students' reading interests and habits, the school promote reading through various reading award schemes, reading workshops and talk-cum-book displays.   S1 students are involved in selecting and procuring library books, which effectively motivates them to read books of their own choices.   Furthermore, there are various cross-curricula reading activities, with themes suitably chosen by subject panels and committees.   As a new measure this year, proper values and attitudes, which are in line with the school-based values education framework, are purposefully infused in the JS reading activities.   With the concerted effort of subject panels and committees, the number of books circulated in the school library has progressively increased.

3.4.3 STEAM education has been steadily promoted with I&T elements, such as artificial intelligence and cloud computing, gradually incorporated into the school's JS curriculum. The school systematically provides hands-on and minds-on STEAM learning activities to students at all JS levels. Students apply their knowledge and skills in relevant subjects to tackle real-life problems, showing their interest in learning and displaying generic skills, including problem-solving and collaboration skills. Formative assessment, together with students' self-reflection, is aptly adopted to evaluate student performance. The assessment rubrics, comprising performance descriptors to assess students' knowledge and skills, could be further enriched to include elements on values and attitudes in order to tie in with the school's priority tasks in promoting active learning and nurturing students' proper values. To further develop students' interest and capabilities in the I&T, a variety of STEAM learning activities are arranged for them in and outside the school, such as courses on drone programming and augmented reality technology, and competitions organised by external organisations.

3.5 Students are highly motivated and conscientious in learning; their potential could be further stretched through incorporation of more challenging questions into daily teaching.

3.5.1 Students are highly attentive, motivated and sincere in learning. They complete pre-lesson tasks, engage in group activities and provide constructive peer feedback. They grasp the lesson content well and aptly apply knowledge and skills to complete learning tasks. They have developed the habit of communicating in English in class, and fluently express their ideas in English and Putonghua.

3.5.2 Lessons have clear objectives and teachers deliver the content systematically. Aligned with the major concern, teachers arrange pre-lesson tasks to promote students' active learning. In some lessons, students take the initiative to jot notes and organise key learning points using mind maps or flow charts. Elements of values education, such as the sense of national identity and information literacy (IL), are infused into a few lessons only to connect with students' daily life experiences. Lessons are sometimes wrapped up in haste. It is suggested that students should be guided to consolidate their learning at the end of the lesson.

3.5.3 In response to the suggestions made in the previous ESR report, teachers devise collaborative learning activities, such as group discussion and peer evaluation, to enhance students' interaction. Students readily exchange viewpoints with their peers, and some take the initiative to correct the mistakes of, or provide concrete feedback to, their peers. Students are adept at using e-learning tools to look for online information and present their ideas.

3.5.4 Arranging heterogeneous grouping and rendering individual support are the main strategies adopted by teachers to cater for learner diversity in class.

Teachers mainly use questioning to check students' understanding, but only a few aptly use prompting and probing to elicit students' elaboration and provide positive and direct feedback to enhance students' understanding. More differentiated strategies, including challenging questions and specific feedback, should be adopted by teachers to stretch students' potential and encourage a deeper understanding of the topic. In the highly effective lessons, a variety of learning activities, utilising resources such as visual aids or e-learning tools, are thoughtfully designed to scaffold students' learning; and teachers skilfully pose challenging questions to effectively develop students' higher-order thinking and prompt them with concise and specific feedback.

3.6   Students' emotional needs are addressed; a caring culture is evident; and leadership training and life planning opportunities are provided.

3.6.1   Based on teachers' observation and the data from APASO and school-based surveys, the school understands students' emotional needs. Class teachers, relevant committees and specialists collaborate closely to support students' growth from different aspects. Measures such as class-building activities and class-based support are put in place to strengthen students' sense of belonging. Preliminary emotional assessments are conducted, and timely support is provided. Peer counsellors from the SS level are trained to support their S1 counterparts in adapting to their secondary school life. Good effort is made to promote students' mental and physical health. The school has actively encouraged students to participate in sports and arts activities in recent years. Students' participation in related competitions has been increasing. Under a harmonious and caring school culture, more channels are available to gauge students' views towards the school policies, which helps promote students' ownership.

3.6.2   To address the major concern of this school development cycle, the school places more emphasis on developing students' interpersonal and generic skills. The school puts much effort into nurturing students' leadership skills by providing them with a series of peer-serving opportunities. Structured leadership training activities are suitably arranged for the JS students to cultivate their cooperative spirit and commitment progressively. Autonomy is given to the SS students to plan and organise school events independently, such as the Home-coming Day for alumni and inter-class dodgeball competitions, so that they can develop their leadership and problem-solving skills. Life planning education is strategically arranged for students at different levels with appropriate themes, enabling them to make informed decisions at different stages. Goal-setting activities during form-teacher periods (FTP) and whole-person development periods (WPDP) help the JS students understand their personality and interests, and facilitate their exploration of study and career opportunities in the future. Collaborating with the Old Students' Association and external organisations, the school aptly

provides mentorship programmes, mock interviews and job-shadowing opportunities for the SS students to meet their needs and interests.

3.7 **Due effort has been made to cultivate students' proper values; to promote values education and enhance students' IL, the overall planning could be further enhanced.**

3.7.1 A school-based values education framework has been formulated this year with reference to the assessment data and teachers' observation. Target values such as law-abidingness and commitment are systematically embedded in the FTP, WPDP, talks and assemblies. Outside the classroom, ample service learning opportunities are provided for students. While the majority of subject panels have incorporated the priority values and attitudes into curriculum planning and design of learning activities, a few have not yet infused such elements in their subject plans. The IL is promoted mainly through assemblies during the WPDP. Upon the school's recent curriculum review based on the latest "Information Literacy for Hong Kong Students" learning framework, respective subject panels could further incorporate the IL into the curriculum, in order to promote students' use of information in an ethical and responsible manner.

3.7.2 To promote national education (NE) and national security education, most subject panels have embedded relevant learning elements in the curriculum. The school has made reference to the "National Education – Event Planning Calendar" for planning "the speech under the national flag" and other learning activities both in and outside the classroom to enable students to gain a better understanding of the country and the importance of safeguarding national security. Students' sense of national identity is enhanced through various NE activities, such as the Chinese Culture Week which is collaboratively organised by different subject panels and committees. Study tours to the Mainland are appropriately arranged to deepen students' understanding of the country's recent accomplishments. In some reflective essays written by students, a deep sense of pride is displayed in witnessing our country's remarkable progress over the years in aspects such as military and national defense. Students demonstrate proper etiquette during the national flag-raising ceremony, and pay attention to "the speech under the national flag".

3.8 **Students are studious and self-disciplined, participating in a wide range of co-curricular activities; their academic performance is good.**

3.8.1 Students are conscientious, studious and eager to improve, demonstrating effective communication skills. They are well-mannered, self-disciplined and respectful towards their teachers. They enjoy their school life, and display a strong sense of belonging to the school. The SS students are willing to help the JS counterparts and a harmonious and caring school culture is evident. Student leaders serve their schoolmates with enthusiasm and

confidence, and exhibit very good leadership attributes in organising school activities.

3.8.2   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 (HKDSE) Examination were above the territory averages of day school students.   Taking into account the S1 intake, the school attained very good results in the HKDSE Examination in the past three years.

3.8.3   Students join a wide range of co-curricular activities and community services in and outside the school, including music, sports, public speaking, and debating competitions.   They have achieved pleasing results in various territory-wide and inter-school competitions, including STEAM and sports events.

4. Conclusion and Way Forward

Through school self-evaluation (SSE), the school is able to sustain its continuous development. In line with the latest educational trends, the school management has set clear directions and appropriate priorities, facilitating students' whole-person development and life-long learning. Consensus on the school's major concerns has been built at subject panel and committee level, and concerted effort from all teachers has been solicited. Teachers' professional development through sharing of good practices is emphasised by subject panels and committees. Support from alumni, parents and external organisations is aptly tapped to enhance students' learning and growth. Teachers provide ample opportunities for students to nurture their leadership skills and foster life planning. Students' learning and growth needs are well addressed and a caring culture is established. Students enjoy their school life and display a strong sense of belonging to the school.

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

4.1 The effectiveness of conducting evaluation varies among subject panels and committees. Integrative use of quantitative and qualitative SSE data and information should be further promoted to facilitate more in-depth analyses of the impact of the school work on student performance. To promote values education and enhance students' information literacy, the overall planning could be further enhanced and relevant elements be widely infused into daily teaching.