

# External School Review Report

## Shun Tak Fraternal Association Lee Shau Kee College

School Address: 303 Kwai Shing Circuit, Kwai Chung, NT

Review Period: 17 to 18, 21, 24 and 28 November 2025



Quality Assurance Division  
Education Bureau

March 2026

## 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 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 on 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 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.

### ESR Team

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## 1. External School Review Methodology

- 1.1 The ESR team conducted the review in November 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 33 lessons taught by 33 teachers;
  - Observation of various school activities, such as the national flag raising ceremony, morning assembly and inter-house football competition; and
  - Meetings and interviews with the key stakeholders of the school including the school management<sup>1</sup>, teachers, specialist staff, parents and students.

## 2. Current Development of the School

- 2.1 The school has a vision to provide a whole-person education environment with an emphasis on the balanced development of the five domains in education, including moral, intellectual, physical, social and aesthetic. In alignment with the motto “Erudition, Propriety, Commitment and Honesty”, the school strives to nurture students who excel in both conduct and academics, are proficient in biliteracy and trilingualism, and stand out as exceptional individuals.
- 2.2 The class structure approved by the Education Bureau and the number of students<sup>2</sup> in the current school year are as follows:

Level	S1	S2	S3	S4	S5	S6	Total
Number of Classes	4	4	4	4	4	4	24
Number of Students	129	132	132	129	118	111	751

- 2.3 The Principal has taken up the post since the 2024/25 school year. Around half of the teachers and one of the Vice-principals have served in the school for more than 10 years. About 40% of the teachers, 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) strengthening SSE with monitoring for effective implementation; (2) enhancing capacity building through professional sharing and collaboration;

<sup>1</sup> The school management generally refers to the IMC, school head and deputy heads

<sup>2</sup> Based on administrative records kept in the Bureau’s information system during the ESR

and (3) promoting independent learning skills and strategies for reflective learning.

- 2.5 The major concerns (MCs) of the previous school development cycle (SDC) (2022/23 to 2024/25 school years) are: (1) encourage self-improvement among teachers and students to enhance teaching and learning effectiveness; and (2) cultivate positive values and attitudes in students through various learning domains, related learning experiences, and extra-curricular activities.
- 2.6 The major concerns of the current SDC (2025/26 to 2027/28 school years) are: (1) leverage emerging technologies to enhance learning and teaching effectiveness; and (2) nurture positive values, unlock student potential.

### 3. External School Review Findings

- 3.1 **Building on the achievements in the previous SDC, the school has properly addressed the latest educational trends and student needs in driving continuous development; more concrete targets with a focus on student performance should be set to enhance the effectiveness of SSE.**

3.1.1 Paying close attention to the latest educational trends and taking into account the needs of students, the school has set clear and appropriate development directions with an emphasis on the use of emerging technology in enhancing learning and teaching effectiveness, targeting at promoting self-directed learning (SDL), cultivating proper values and attitudes in students, and unlocking students' potential. In the last year of the previous SDC, the school management summarised teachers' opinions collected with the use of artificial intelligence (AI) tools for formulating the MCs in the current development cycle. A core team of SSE set the development focuses for further deliberation with all teachers in meetings. The SSE data and information collected and consolidated were made accessible to all teachers to conduct year-end evaluation. A workshop on interpretation of SSE data was also suitably arranged for the teaching team, facilitating their review of work effectiveness in the previous SDC and discussion of relevant strategies in the current SDC. Both qualitative and quantitative data and information, such as the SSE data provided by the EDB, school-based survey and teachers' observation, have been used, helping the school to identify student needs and formulate development focuses, including enhancing reading habit and self-management capabilities.

3.1.2 e-Learning has been adopted as the major initiative to enhance learning and teaching since the previous SDC. Building on the achievements made over the implementation of e-learning, the school further adopts AI as a tool to enhance learning and teaching effectiveness. Besides, observing the needs of students, the school focuses on enhancing students' self-management

skills in order to nurture students' sense of responsibility and commitment in the current SDC. The directions are generally clear and shared among subject panels and committees, which have mostly devised appropriate strategies. Nevertheless, there is a lack of tangible student learning outcomes under the targets set. This impedes the evaluation of work effectiveness. The school should devise concrete targets related to student performance in the planning stage so as to facilitate a more targeted evaluation that can inform future planning effectively.

### **3.2 The school management endeavours to collect stakeholders' views and a collegial culture prevails on campus; teachers' professional development needs are properly addressed.**

3.2.1 The school has suitably followed up on the recommendations from the last ESR on enhancing professional capacity, including the need of empowering more teachers for a wider range of leadership roles. For instance, middle managers are engaged in the deliberation of school policies. Co-panel head or co-committee head arrangement is also made. These are conducive to succession and empowering middle managers' leadership. The school management, maintaining a harmonious relationship with the teachers, appropriately monitors and supports the work of subject panels and committees through provision of advice to ensure alignment. Besides, due emphasis is placed on the collection of stakeholders' opinions. Some effective communication channels are well in place. Apart from promptly collecting teachers' views over initiatives, the school holds an annual forum to collect students' views over school policy, which enhances transparency and students' ownership of relevant policies. Various communication channels, including the newly-launched "Sunshine Call" from class teachers, are aptly set up to enhance home-school communication. Parent volunteers are invited to assist in school events and collaboration from Parent-teacher Association is sought to organise different activities for parents, both of which have fostered home-school co-operation. Good rapport has also been maintained with the alumni, who are willing to contribute to their alma mater in various roles such as facilitating students' life planning.

3.2.2 The school has addressed teachers' professional development needs properly through different means. For example, to heighten teachers' understanding of the use of AI and facilitate their implementation of relevant strategies, talks on the topic have been arranged in a timely manner. An induction programme and lesson observation opportunities are aptly offered to new teachers to help them grasp the school's expectations of classroom learning and teaching. Teachers are used to conducting collaborative lesson planning on a regular basis, in which post-assessment data analyses and teaching pedagogies are discussed. An atmosphere of professional exchange has been gradually cultivated.

**3.3 The school curriculum is generally broad and balanced, placing due emphasis on life-wide learning activities to enrich student learning.**

3.3.1 The school curriculum is generally broad and balanced. A wider range of elective subjects has been offered in recent years to better accommodate students' diverse interests and learning needs. Under the optimisation of the four senior secondary (SS) core subjects, students are provided with the opportunities to take an additional elective subject. The school has also duly followed up on the recommendations made in the recent focus inspections by reviewing the curricula at the junior secondary (JS) level. For example, a school-based Innovation and Entrepreneurship subject has been introduced to enhance students' concepts of business, and the application of programming is enriched through strengthening STEAM education at the JS level.

3.3.2 Strenuous effort is made to enrich students' learning experiences through a diverse range of life-wide learning activities across subject panels and committees. These activities connect and extend students' classroom learning to real-life situations. For instance, the Chinese Literature and History departments collaborate to organise a visit to historical sites in the territory, providing students with the opportunities to explore the techniques of letterpress printing and gain insights into the cultural and historical significance of this ancient practice. Various subjects under the Personal, Social and Humanities Education Key Learning Area (KLA) work with the Counselling Committee to organise visits in the community for S1 students, enabling them to explore the surrounding environment of the school. Such experience allows students to apply their learning in a meaningful context and better adapt to the new learning environment.

**3.4 Students' SDL is well promoted through the use of e-learning and AI tools.**

3.4.1 Significant efforts have been made to foster students' SDL since the last SDC. Appropriate strategies, such as the use of pre-lesson preparation tasks and note-taking techniques, have been adopted. e-Learning elements are also suitably integrated into the learning tasks in and outside the classroom to develop students' initiative in learning. For instance, students are provided with online pre-lesson preparation tasks, along with additional reading and viewing materials through e-learning platforms. As observed, students are able to leverage e-learning tools to search for information and share their viewpoints. In the current SDC, good attempts are made to further enhance SDL by integrating AI elements into the learning tasks in different subjects. For example, AI tools are adopted to offer specific feedback on writing assignments, helping students reflect on their drafts and make suitable revisions. Students also leverage AI tools to set questions for themselves and create videos to share their answers to the challenges. These practices encourage students to reflect on their learning and identify areas for

improvement.

3.4.2 To address the major concern of leveraging emerging technologies to enhance learning and teaching, due emphasis has also been put on cultivating students' information literacy. For example, AI tools are used to generate summaries of reading texts while students have to review the quality of the work and make the appropriate revisions, which help raise their awareness of the importance of fact-checking and evaluating information for accuracy. Beyond the classroom, relevant seminars and workshops are thoughtfully organised for students to explore the ethical issues associated with the use of emerging and advanced information technologies. As seen in students' reflections, students have a clear understanding of the proper and responsible use of the Internet, and the potential consequences of its misuse.

### **3.5 Good progress is made in promoting STEAM education to unleash students' potential; students' reading habits should be fostered.**

3.5.1 In promoting STEAM education, project learning tasks are rightly designed at the JS level to let students set inquiry topics related to their daily lives. They create their automated mechanical devices that integrate various knowledge and skills, including 3D printing, programming and model-making. Students also reflect on their work and offer suggestions for further improving their work. Beyond the classroom, a good variety of STEAM-related activities is arranged to broaden students' learning experience. On STEAM Day, students build reaction lights that incorporate coding applications and use them for physical games, which helps foster a STEAM-rich environment while promoting physical fitness. Students with a keen interest in STEAM education are encouraged to participate in relevant study tours both on the Chinese mainland and abroad, which deepens their understanding of the technological advancements in the motherland and overseas.

3.5.2 Echoing the school's development focus on enhancing students' language proficiency in the current SDC, a broader range of English-related activities is organised, including festive activities, lunchtime broadcast and students' sharing on interested topics. Students generally enjoy the activities and are willing to interact with peers in English. Various measures are duly taken to encourage students to read, including the reading award schemes, e-reading programmes, book sharing competitions and thematic book displays. As observed, most students read attentively during the morning reading sessions. However, their reading habits, particularly leisure reading, need to be further developed. The school should make greater effort to foster students' reading interest by conducting a wider range of interesting reading activities. The school should also thoroughly analyse relevant data on students' reading performance, including student work and statistics on the loan records of various physical and e-books, so as to assess the overall effectiveness of the initiatives and devise more specific follow-up measures to

further enhance students' reading habits.

**3.6 Students demonstrate positive learning attitudes in the lesson; e-learning tools are effectively utilised to enhance learning and teaching effectiveness.**

3.6.1 Students demonstrate attentiveness and eagerness in the lesson and actively participate in classroom activities. They present their ideas clearly, showing good trilingual proficiency. Lessons have clear learning objectives, with well-sequenced learning activities consistently aligned to them. Teachers are friendly and approachable, and a strong teacher-student rapport is built. They provide concise and clear instructions, effectively guiding students to construct new knowledge. To echo the school's development focus of promoting SDL with e-learning tools, pre-lesson tasks are often assigned. Students are also ready to use electronic means to prepare their lessons. Teachers often aid their teaching by pictures, videos and e-applications to enhance students' understanding of the lesson content, while students usually share their learning outcomes with peers via mobile devices. These strategies effectively stimulate students' interest and motivation in learning. Teachers make good effort to incorporate AI in designing learning activities, with some lessons adeptly fostering students' reflective learning. Some teachers appropriately integrate values such as "perseverance" and "responsibility" into suitable learning content to foster students' proper values and attitudes, which aligns with school's MC. In the more effective lessons, teachers deepen students' thinking by adopting effective questioning techniques, enriched with daily-life examples, guiding students to grasp the key concepts and develop critical thinking and analytical skills. The importance of information literacy is also naturally highlighted to enhance students' ethical use of information.

3.6.2 Teachers frequently arrange learning activities such as group discussions, practical tasks and pair work to engage students of different abilities. They usually check students' understanding through questioning, with a range of probing questions to provoke students' thinking. Abundant opportunities are provided for students to demonstrate their learning outcomes with clear rubrics. Some teachers also monitor student learning by e-assessment and provide timely support for the less capable students. In some lessons, tiered group tasks and challenging tasks are assigned based on students' abilities, which adeptly caters for learner diversity. Students are willing to collaborate and discuss with peers. They are encouraged to give feedback to peers, or even raise questions, which facilitates peer learning. However, feedback to students is occasionally brief. Teachers could further improve student learning by identifying students' strengths and weaknesses and giving timely and specific suggestions.

**3.7 The school provides ample opportunities to nurture students' leadership skills and serving spirit, fostering a supportive and caring atmosphere.**

3:7.1 The school advocates the promotion of values education through morning assemblies, weekly Guided Activity Periods (GAPs), and a range of life-wide learning experiences. Based on students' developmental needs, the Counselling Committee sets two target values for each form, and collaborates with subject panels and other committees in devising the annual work plan. At the JS level, emphasis is placed on proper values such as responsibility and commitment. Each S1 student is assigned to one uniform group, which encourages him/her to undertake responsibility through year-long community services. The school also steps up its discipline mechanism to address problems such as lateness in submitting assignments, which significantly reduces the number of cases and contributes to students' development of self-management skills and a sense of responsibility. In response to the MC of cultivating proper values and attitudes, the school designs a form-based "Growth Imprints" booklet, helping students connect their learning in GAPs with relevant values.

3.7.2 Commendable efforts have been made to nurture students' serving spirit. Ample opportunities are provided for them to serve the school through taking up student leader roles in various committees and activity clubs, covering areas in sports, arts, community service, etc. Student counsellors, for example, are assigned to designated target groups. The peer counsellors and peer mentors offer companionship and academic assistance to newcomers in getting accustomed to school life; peer mediators and student gatekeepers receive systematic training in counselling techniques and help build a supportive school climate by supporting their peers. Such opportunities effectively empower students to put virtues, such as empathy, care for others and commitment, into practice. As observed, student committee members and leaders carry out their duties in a committed manner, for example, assisting in the school's blood donation day and running booth games on mental health.

3.7.3 National education elements are suitably incorporated in the curricula. In Physical Education, elements of Shaolin Kung Fu are rightly integrated for students to experience Chinese traditional sports. In Design and Technology, students engage in a figurine redesign project themed around Chinese culture, utilising 3D modeling and printing to create traditional Chinese-style clothing items and accessories for the figurines. Besides, elements of national security education are duly integrated in relevant topics across KLAs. Various activities, such as mainland exchange tours, life-wide learning experiences and sharing in assembly, are aptly arranged. The school sets up game booths on the Chinese Cultural Day to feature traditional arts and crafts like blue-and-white porcelain, and arranges lion dance performances to stimulate students' interest in national intangible cultural heritage. Exchange tours are arranged for SS students to attend classes and play friendly sports matches with their sister school counterparts, fostering closer ties between them. From the samples of reflections, students show respect to our country's

heroes who sacrificed themselves in protection of our country and understand the importance of maintaining peace and order. Students demonstrate the proper etiquette during the flag-raising ceremony observed.

3.7.4 Committed to promoting students' healthy lifestyle, the school offers plentiful sports teams and activities, and organises whole-school events such as the Inter-house Cross Country Competition, a signature event in which students run around the Kwai Tsing neighbourhood, which help cultivate exercising habits and strengthen students' bonding with the school. In general, students have developed regular exercising interests and habits, and they participate enthusiastically in activities such as volleyball practice and football matches during the break. Positive steps have also been taken to raise students' mental health awareness. For example, the school grooms student ambassadors who organise activities related to stress management and emotional wellness, and help promote mental health awareness to the whole school.

3.7.5 A caring and supportive culture is well maintained in the school. The relevant school departments and specialists work collaboratively to offer timely support to students in need. Opportunities are thoughtfully provided for students with potential, or with special educational needs, to take up leadership roles and showcase their talents in front of their peers, which helps boost their confidence. In recent years, the school has developed a school-based talent pool. Students who are relatively passive in school activity participation are identified and aptly nominated to take up school ambassador roles in order to increase their engagement and develop personal strengths. In life planning, the school has taken progressive steps in helping JS students explore their interests and career preferences through introducing personality assessment workshops and talks on setting goals. To stretch students' potential, the school sets up the Junior Elite program to offer extended learning experiences, such as meeting and interviewing the school's famous alumni, and visiting workplaces to understand different career paths.

### **3.8 Students are dedicated to serving, displaying strong leadership skills; they excel in various fields and have made remarkable achievements in sports.**

3.8.1 Students are courteous, amicable and motivated in learning. They show care for others and get along well with one another. The teacher-student rapport is strong. Student leaders demonstrate leadership skills in organising activities, serving as role models to their juniors. Students are keen to participate in different school activities such as inter-class sports competitions.

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 Examination (HKDSE) and the general entrance requirements for sub-degree programmes were above the territory averages of day school students. With consideration of the S1

intake and the school performance in the HKDSE Examination over the past three years, the school has performed as expected in general.

3.8.3 Students take an active part in activities in and outside the school. They have obtained remarkable results in competitions of various areas including STEAM education, arts, and different sports. They are especially interested in sports and performed exceptionally well in track events and swimming, evidenced by winning the overall championship in both boys and girls divisions in the Hong Kong School Sports Federation (Kwai-Tsing Area) for more than 20 consecutive years.

## 4. Conclusion and Way Forward

Building on the achievements in the promotion of e-learning in the previous development cycle, the school has set a clear development focus of widely utilising artificial intelligence tools to enhance learning and teaching effectiveness. Good attempts in using such tools in preparing teaching materials have been made across subject panels and the effectiveness is witnessed in some of the lessons observed, where students' interest in learning has been greatly raised. A professional sharing atmosphere has been established among teachers through collaborative lesson planning. During school self-evaluation, student needs have been suitably identified and supported with appropriate follow-up strategies devised. Views from different stakeholders are extensively collected. The alumni, who have a strong bonding with the school, and parents provide unfailing support to facilitate the school's ongoing development. To unleash students' potential within and beyond the classroom, the school provides rich learning experiences for students and offers ample opportunities to them. Continuous progress has been achieved in different areas, for example, the promotion of self-directed learning. Students excel in various fields, including STEAM education and arts, and have made remarkable achievements in sports. They are dedicated to serving and demonstrate strong leadership skills. Students have also developed a good rapport with their teachers and peers. A supportive and caring atmosphere prevails on campus.

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

- 4.1 While improvement has been made in practising the Planning-Implementation-Evaluation cycle, there is a lack of tangible student learning outcomes under the targets set. The school should devise concrete targets related to student performance in the planning stage so as to facilitate a more targeted evaluation that can inform future planning effectively.