

External School Review Report

Shun Lee Catholic Secondary School

School Address: 7 Shun Chi Street, Shun Lee Estate,
Kwun Tong, Kowloon

Review Period : 23, 24, 26 and 29 January and 1 February 2024

**Quality Assurance Division
Education Bureau**

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.

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1. External School Review Methodology

- 1.1 The ESR team conducted the review in January and February 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 34 lessons taught by 34 teachers;
 - Observation of various school activities, such as morning assemblies, the national flag raising ceremony, life-wide learning activities; 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 Founded in 1982 by the Catholic Diocese of Hong Kong, Shun Lee Catholic Secondary School has a vision to nurture students to become "Shunleers" who are competent, confident and eager to make contributions to society. The school motto "SIC DEO PLACET" reflects the school's mission to uphold and pass on the truth of the Gospel to its students.
- 2.2 The class structure approved by the Education Bureau 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	4	4	24
Number of Students	135	130	122	128	127	111	753

- 2.3 The incumbent Principal, appointed from another school, has taken up the post upon retirement of the former Principal since the 2022/23 school year. About 60% of the teachers, including the three Vice-principals, have served in the school for 10 years or above. In the recent two school years, 12 teachers have joined the school.
- 2.4 The recommendation given in the previous ESR report of June 2013 is enhancing learning and teaching by enriching various kinds of e-learning resources to facilitate students' independent learning and providing students

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

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

with more opportunities to learn collaboratively and construct knowledge through applying generic skills.

- 2.5 The major concerns of the school in the current school development cycle (2021/22 to 2023/24 school years) are (1) fostering self-regulated learning skills to enhance learning effectiveness; (2) strengthening Catholic Education core values; and (3) nurturing students into competent “Shunleers”.

3. External School Review Findings

3.1 The school self-evaluation (SSE) is evidence-based; proper support and monitoring is in place to effectuate implementation.

3.1.1 Well taking into account students’ needs of strengthening self-regulated learning (SRL) skills, confidence and mental well-being as identified in its evaluation findings and the school motto of passing on the truth of the Gospel, the school formulates its development priorities. Appropriate work objectives targeting at enhancing student performance are set with deliberation on corresponding expected student learning outcomes; however, some of those pertaining to values education are short of a detailed description, hindering a precise evaluation of student performance in certain values, such as justice and truth. Implementation strategies are specific and feasible, in line with the latest trends of education development, such as extensive adoption of e-learning in enhancing learning and teaching effectiveness. The process of setting out the school development focuses is transparent, where there is consideration of the perspectives of different stakeholders and full teacher participation in deliberating future work directions based on the SSE data, leading to consensus building and teacher ownership of work. Subject panels and committees formulate their work plans in close alignment with the school development plans and carry them through conscientiously.

3.1.2 The school management’s timely support and monitoring throughout effectuate the smooth implementation of various strategies. Leveraging internal and external resources, the school management continues to build teacher capacity, expose students to a wider range of life-wide learning (LWL) activities, and promote parent education on topics such as mental health and Chinese culture. The school’s major committees in the areas of academics, student affairs and school development regularly review the work of the related subject panels and committees and have established the routine to report in the staff meetings their effectiveness of achieving the work objectives laid down in the school development plans. In most cases, work that needs to be enhanced such as subject panels’ use of assessment data to inform curriculum planning is highlighted with concrete improvement plans drawn up for teachers’ follow-up.

3.1.3 The school effectively utilises the school-based self-evaluation tools and those provided by the EDB to collect evidence for reviewing work effectiveness. In conducting evaluation at the school, subject panel and committee levels, due emphasis is placed on an integrative use of quantitative and qualitative data and information for tracking changes of stakeholders' views and evaluating work effectiveness. For example, students' perception of their development of the SRL skills is surveyed annually for analyses of cross-year changes, triangulated with teachers' observation of student performance in lessons and assignments. Upholding the evidence-based principle of the SSE, the school duly evaluates the effectiveness of its work, including student performance.

3.2 The fine family-like culture contributes to a collegial school climate and enhancement of collective teaching effectiveness.

3.2.1 The legacy of family-like ethos is well sustained as manifested in the prevailing school climate of trust and respect among the school management, a stable team of devoted teachers, students with a strong sense of belonging to the school and supportive alumni who serve as tutors and guest speakers on various occasions and sponsor scholarships, offering both human and financial resources to the school. The school values students' voice and puts in place the long-standing "family meetings" where students can express opinions on school life or rules, followed by instant school responses. Various channels are also provided for staff to learn about and reflect views on school policies and practices, a notable platform being the Central Co-ordination Committee comprising not only the Principal, Vice-principals and middle managers but also teacher representatives, who play a bridging role to reflect views of the teaching staff to the school management. The high level of collegial support and constant communication among teachers lead to a range of subject-initiated cross-curricular programmes and activities, such as the personal finance introductory course at the junior secondary (JS) level, co-organised by the teachers of the Personal, Social & Humanities Education (PSHE) and Technology Education (TE) Key Learning Areas (KLA).

3.2.2 The good team spirit and the school management's endeavor to build teacher capacity continue to propel the teaching team towards collective professional growth. Teachers meet regularly for Monday Training to keep abreast of information and resources ranging from potential of generative artificial intelligence to promotion of students' mental well-being. Learning and teaching effectiveness is strategically elevated through engaging subject panels in designing lesson plans aligned with the school major concerns and reviewing related strategies and effectiveness during collaborative lesson planning sessions, followed by sharing of good practices. New teachers are well supported by the Mentoring Scheme and the induction programmes covering topics such as classroom management and school culture.

3.3 The school curriculum undergoes continuous review to help students acquire richer learning experiences; more attention could be paid to developing students' non-academic potential.

3.3.1 The school has duly followed up on the recommendation made in the previous focus inspection to cover all core elements of the PSHE KLA by re-organising the curriculum of the KLA at the JS level. Financial literacy is suitably enhanced to nurture students' financial knowledge, competence and values; nonetheless, continuous efforts need to be made to cover the core modules under the knowledge context of Strategies and Management of the TE KLA at the JS level. Upon optimising the four senior secondary (SS) core subjects, the lesson time released has created space for students to engage in project learning for in-depth learning of subjects and development of generic skills; the Personal Growth Education Programme is also introduced to equip S5 students with a positive mindset and soft skills for their personal and work life after graduation.

3.3.2 The school enriches students' learning experiences through diverse LWL activities, which are carefully designed to connect and extend students' classroom learning to real-life situations. Apart from subject-based activities like field-trips, visits to churches and a wide variety of interest clubs, the long-standing school-based Extended Curriculum comprising resilience training, service learning, and positive education continues to engage the JS students in experiential learning such as building grit and resilience at camps. With importance attached to the seven learning goals, the Global Week, a large-scale event, is launched this school year for students to integrate the learning elements connected to the seven learning goals beyond the classroom on topics such as healthy Mediterranean diet, social inclusiveness and Chinese culture. As observed, the Global Week has appealed to many students, who show enthusiasm in running and participating in the event.

3.3.3 The diverse learning needs of students are well supported by differentiated instruction and remedial and enrichment classes organised by teachers. Students with emotional or special educational needs are provided with suitable counselling services and specific programmes on strengthening their learning and social skills. While students are nominated to participate in external programmes and competitions, the entries mainly focus on academic development and STEAM education. Given the generally high student ability and positive learning attitudes, gifted education could be strengthened by, for example, adopting multiple channels, criteria and tools to understand various talents of students and inform subsequent planning of the provision of diversified gifted programmes to fully develop students' potential in different aspects, including physical and aesthetic development, which warrants more emphasis and discussion among teachers.

3.4 Promotion of the SRL is effective; a further step towards reading across the curriculum (RaC) could be taken.

3.4.1 To address students' weakening learning habits and classroom routine after the epidemic, the school suitably incorporates the use of e-learning into the teaching methodology of 4Ps, i.e. lesson preparation, participation in learning activities, presentation of learning outcomes and possession of learning. Pre-lesson tasks, such as reading or searching information online, are often assigned before and checked during the lesson, and most students have developed the habit of completing them. Online quizzes or education videos are commonly adopted for students to extend learning, enacting ownership of learning. In developing students' SRL skills, various subject panels have students conduct Mini Projects focusing on real-life application. As observed, most students display good learning habits and independent learning capability, including research skills and making improvements through self-reflection. Coupled with the extensive deployment of e-learning, subject panels and committees suitably cultivate students' effective and ethical use of information by covering in the school curriculum the key topics in information literacy, such as information evaluation, internet addiction and cyber-bullying.

3.4.2 In promoting STEAM education, learning elements of robotics, scientific investigations and design thinking are aptly incorporated in the project-learning tasks at the JS level for students to set their own inquiry topics related to daily-life issues, and design and make prototypes with integrative use of the knowledge and skills like making use of electricity, programme coding and building models. Students, in general, display sound computational and innovative thinking. Some SS students, who are particularly interested in STEAM education, are provided with the opportunities to conceive ideas and propose creative solutions to protect the environment. In a territory-wide competition, students promote the use of biodegradable plant fibres for packaging to raise public awareness of sustainable development.

3.4.3 To facilitate learning of non-language subjects in English, collaborative efforts are made to launch the Language across the Curriculum whereby S1 students acquire subject-specific vocabulary and knowledge of rhetorical functions used across disciplines. Weekly reading periods are arranged to engage students in deep reading of materials of a wide scope under the guidance of language teachers, conducive to strengthening students' reading habit which sees a decline after the epidemic. During the reading session, students read attentively. To build on the existing practice of introducing subject-based reading materials, the school could take a further step to promote RaC to guide students to connect their learning experiences across various KLAS.

3.4.4 The school attaches great importance to enhancing teacher assessment literacy. Subject panels generally conduct careful analysis of student performance in assessments and assignments for identification of students' learning difficulties. Teachers are gradually developing their capability to practise "Assessment for Learning" by studying assessment data to understand student performance and then refine curriculum planning.

3.5 Active engagement of students in the learning process is optimised through e-learning and effective lesson designs.

3.5.1 The prevalent and effective adoption of e-learning in the classroom is evident. To actualise "participation" and "presentation" in the 4Ps, teachers capitalise on a range of e-learning tools to facilitate student interaction through activities such as collaborative writing, group discussion and presentation. Students are actively engaged throughout the learning process and maintain a high level of attentiveness and motivation. They are able to harness mobile computing devices for learning. In general, the design of learning tasks enables students to exercise critical and analytical thinking. Values education, including national education, is well incorporated in some lessons. Teachers demonstrate good questioning techniques by employing a wide range of questions to initiate dialogue and deepen students' understanding. Collaborative learning is commonly adopted and, in most cases, effectively caters for students' diverse abilities through peer learning. While feedback is generally positive and corrective, there are instances where students' learning progress is left unchecked and their difficulties unattended.

3.5.2 In the highly effective lessons, student learning experiences are elevated through strategic adoption of inquiry learning and problem-solving tasks whereby students can apply specific learning strategies and tools such as multiple-perspective thinking and cause-and-effect diagrams to define and analyse an issue for generating a solution. In those lessons, students proactively note down their learning and are keen to contribute ideas. There is also exemplary use of e-learning tools to not only display but also facilitate peer learning and feedback. Students' learning difficulties identified in pre-lesson tasks in the form of e-assessment are duly addressed by teachers' feedback and consolidation learning tasks. Leveraging teachers' expertise in e-learning, the school could further disseminate the effective use of e-assessment data to facilitate feedback and enhance lesson planning.

3.6 Values education has been strengthened; servant leaders are nurtured through service learning opportunities within and beyond the school.

3.6.1 The school has strengthened its values education through mapping out the priority values and attitudes promulgated in the Hong Kong School Curriculum and the Catholic Education core values in the school's "Students Development Framework" with the expected student learning outcomes of each target value clearly defined based on students' characteristics upon

thorough discussion among teachers. Proper values and attitudes are well infused in the school curriculum, including subject panels and teams embedding related elements into classroom learning and LWL activities. The school highly values development of servant leadership in students. Students are gradually groomed to become servant leaders from learning about volunteerism in lessons to putting proper values and attitudes into practice through plentiful service learning opportunities ranging from volunteering in charity events to self-initiated community service like Bring Bread for You to serve the needy in the neighbourhood. In response to the recommendation in the previous ESR, students have been empowered to plan and implement school clubs and activities, followed by evaluation of their work effectiveness. As observed, student leaders show confidence and competence in organising school events.

3.6.2 In the cultivation of national identity, the school curriculum is reviewed and elements of national security education are identified and duly integrated in various learning tasks across KLAs, enabling students to understand the importance of national security. Students' understanding of different aspects of the nation, such as history, culture and constitutional order, is also developed through their participation in various LWL activities, such as different Mainland study tours. The national flag raising ceremonies and "speeches under the national flag" are aptly arranged with the assistance of the national flag raising team, Constitution and Basic Law Student Ambassadors, and a student team well trained to lead the singing of the national anthem. Students demonstrate proper etiquette at the ceremony observed. In some lessons, students are suitably guided to deeply reflect upon their role in safeguarding national security. Such practice could be shared among teachers.

3.7 Proper measures are in place to promote students' mental health; students' regular and active participation in physical activities could be strengthened.

3.7.1 The school devises proper measures to address students' increasing need for fortifying mental health. Suitable channels are created for students to relieve stress through, for example, the "Spiritual Tree Hole", a newly set-up space at the school premises for students to read, draw and listen to music in their leisure time. In enhancing students' physical health, a wider range of co-curricular activities related to sports is introduced to meet students' interest. Overall, students' regular and active participation in physical activities is to be strengthened. More thoughts could be given to promoting physical activities holistically through various means, including increasing students' regular exercise time.

3.7.2 A coherent life planning education across year levels is well in place. Through the school-based Extended Curriculum, the JS students are guided to

plan for their future studies and careers through self-exploration, goal-setting and positive education. Considering S3 students' transition to the SS level, The Best Me Salon programme allows students to devise personal development plans and set goals by crafting a 10-year plan to strive for. Students at the SS level are equipped with the information of various study and career planning through a range of measures, including job shadowing, career mentorship and guidance. In addition to the resources deployed from the business sector, the alumni provide staunch support in counselling students on their study and career pathways through sharing their success stories and guiding students to develop career skills.

3.8 Students are motivated to learn and have a heart to serve; they have very good academic performance.

3.8.1 Students are industrious, serious about their studies and self-disciplined. They are reflective learners, who take the responsibility for improving their learning. They display effective communication skills and a good language command and enjoy peer learning. They are well-mannered and respectful towards their teachers. They are eager to serve the school and community. Student leaders are assertive, devoted and competent, exhibiting strong independent learning capability and leadership in initiating and organising activities both in and outside the school.

3.8.2 Students actively participate in a range of co-curricular activities in school and some external competitions. A number of prizes are won in inter-school speech, drama and STEAM-related competitions. Student performance in inter-school handball competitions is particularly outstanding. Students have won numerous awards in the Youth ImpACT Award for consecutive years.

3.8.3 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 courses were above the territory averages of day school students. Taking into account the S1 intake, the school performed well in the HKDSE Examination in the past three years.

4. Conclusion and Way Forward

The school formulates its development priorities of enhancing students' self-regulated learning (SRL) skills, mental well-being and confidence, upholding an evidence-based principle of the school self-evaluation with effective use of both quantitative and qualitative evaluation findings. Students' good learning habits and high motivation to learn reflect the school's effectiveness in fostering their SRL skills with optimal use of e-learning and teaching strategies, attributed to the school management's endeavor to build teacher capacity and strategic promotion of professional development activities. Commendable efforts are made to strengthen values education, particularly in fostering students' servant leadership. Students are eager to serve their peers and the community through organising school activities and keen participation in social services. The school's legacy of family-like ethos is well sustained as manifested in the prevailing school climate of trust and respect among the school management, a stable team of devoted teachers, students with a strong sense of belonging and supportive alumni who render staunch support to fortify student learning and development. The well-established collaborative culture generates an ongoing driving force for collective efficacy and sustained enhancement of student performance.

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

- 4.1 Building on the generally high capability of students, the school could optimise gifted education by, for example, adopting multiple channels, criteria and tools to understand various talents of students and inform subsequent planning of the provision of diversified gifted programmes to fully develop students' potential in different aspects, including physical and aesthetic development. Students' regular and active participation in physical activities could also be strengthened.