

External School Review Report

Shun Tak Fraternal Association Leung Kau Kui College

School Address: Estate Secondary School No. 6, On Ting Estate,
Area 13, Tuen Mun, New Territories

Review Period: 3 to 4, 9, 11 and 18 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 March 2026 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 the national flag raising ceremony, lunchtime activities and inter-class competition sessions; 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 1981, the school is committed to offering whole-person education. It upholds the pursuit of excellence as its work ethic, and sets self-discipline, self-empowerment and self-confidence as key targets. It promotes students' all-round development across the moral, intellectual, physical, social and aesthetic domains through various school-based activities, striving to help them realise their potential, and grow into responsible and contributing citizens.
- 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	131	131	129	128	120	107	746

- 2.3 The principal and two vice-principals have served at the school for over 21 years. The principal took up the current post in the 2020/21 school year. Around 38% of teachers have more than 10 years of service at the school, while about 45% have less than five years.
- 2.4 The previous ESR report (2012) made the following recommendations: (1) improving school self-evaluation for continuous development; and (2) enhancing learning and teaching effectiveness through better teaching strategies.

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

- 2.5 The major concerns of the previous school development cycle (2022/23 to 2024/25 school years) are: (1) fostering reading ethos to enhance lifelong learning capacity; (2) adopting student-centred e-learning strategies to facilitate self-directed learning; and (3) further promoting positive education leading to students' flourishing life.
- 2.6 The major concerns of the current school development cycle (2025/26 to 2027/28 school years) are: (1) nurturing self-directed learners committed to academic excellence with purpose and autonomy; and (2) embodying the values and spirit of an LKKCer.

3. External School Review Findings

3.1 The school sets clear development directions based on the outcomes of the previous cycle; an integrated and targeted approach to the utilisation of SSE data should be adopted.

3.1.1 The school has formulated a new School Development Plan that draws on prior achievements and responds to student needs as well as educational trends, with a focus on supporting students' transition from the acquisition of knowledge and skills to the cultivation of self-directed learning habits. The SSE data and information indicate improvements in reading foundation among students, and in the use of e-platforms following the full implementation of the "Bring Your Own Device" policy. Building on these, the school places greater emphasis on establishing systematic teaching routines, such as pre-lesson preparation and post-lesson reflection. Review findings also show that positive education, one of the major concerns (MCs) in the previous cycle, has been embedded in the school culture. While students could identify their strengths and articulate proper values at the cognitive level, additional support is needed to enable their consistent application in daily contexts. In light of this, the school prioritises creating more opportunities for students to put these values into practice, and has developed a new school-based values education framework, which integrates the 12 priority values and attitudes advocated by the EDB with the school's core values, namely Caring, Drive, Responsibility and Respect (CD2R). In addition, service learning has been structured more systematically to encourage the enactment of values. More class-based activities are organised to create shared experiences, and strengthen positive teacher-student and peer relationships.

3.1.2 In response to the recommendations of the previous ESR and with due consideration of its contextual needs, the school has defined clearer development directions and devised appropriate strategies, which are implemented in an orderly manner. The school management first consolidates initial findings from SSE data, and then engages all staff in structured discussions to develop consensus. While most subject panels align

their plans with the school's MCs, several committees focus primarily on routine tasks. They have yet to adequately address new priorities or emerging student needs, which reduces the overall coherence of the school's improvement work and hinders progress in key areas.

3.1.3 In conducting evaluation, the school collects both quantitative and qualitative data from multiple sources, including the SSE tools provided by the EDB, school-based questionnaires and teachers' observations, to inform its year-end and cycle-end reviews. However, at the school, subject panel and committee levels, success criteria and evaluation practices rely largely on stakeholder perceptions, and expected student learning outcomes are not clearly defined. For instance, in fostering students' embodiment of the school's core values, expected behavioural and attitudinal indicators have yet to be specified, which hinders effective evaluation of student development. Meanwhile, some reviews remain programme-based and focus mainly on task completion, with limited assessment of students' holistic performance against the set targets. The school should adopt an integrated and targeted approach to the utilisation of SSE data to better evaluate its work effectiveness, inform planning and facilitate continuous development.

3.2 The school fosters a supportive climate through established communication channels.

3.2.1 A supportive school climate is fostered through multiple communication channels, including regular internal meetings, teacher consultation forums, and annual dialogues between IMC representatives and teachers, thereby enhancing transparency. Meetings are also held with class student representatives. The school is receptive to practicable suggestions that are beneficial to students, such as introducing a study leave period for S6 students before the mock examination, following careful consideration of teachers' views. Through these platforms, a shared understanding of key priorities is developed across the school to support ongoing improvement.

3.2.2 The staff appraisal system comprises lesson observation and work scrutiny. It also incorporates self-evaluation of teachers, through which they reflect on their annual contributions, set future goals, and identify areas where support is needed, promoting reflection and professional growth. The school management then assigns duties in accordance with teachers' expertise, and provides continuous support alongside timely guidance. Policy implementation is facilitated through thematic training workshops, as well as supplementary explanatory materials on initiatives such as growth mindset and self-directed learning. In addition, collaborative lesson planning sessions are scheduled within the timetable for selected subject to promote focused exchange and co-construction of quality teaching resources. This structured and outcome-oriented practice deserves further expansion to strengthen the professional learning community.

3.3 The school provides a broad curriculum; reading culture is being established through deliberate measures and purposeful cross-curricular collaboration; STEAM development should be continuously advanced.

3.3.1 The junior secondary (JS) curriculum provides students with a solid foundation and facilitates a smooth transition to senior secondary (SS) education. The school has appropriately addressed the recommendations of the previous focus inspection, and the coverage of the essential learning elements of Personal, Social and Humanities Education Key Learning Area (KLA) is now adequate. At the SS level, the curriculum is broad and suitably diversified, offering a wide range of elective subjects to cater for students' interests, abilities and further-study aspirations. Through the established network programmes, the school effectively collaborates with neighbouring schools to jointly offer SS subjects, such as Physical Education and Music, thereby broadening students' elective choices. Additional options, including Japanese and Korean language courses, as well as Applied Learning courses like Fashion Image Design and Applied Psychology, further expand the subject choices available. The provision of Other Learning Experiences is comprehensive, covering values education, community service, career-related experiences, aesthetic development and physical development. Overall, the curriculum aptly meets the needs of students, and facilitates their progression to post-secondary studies and future endeavours.

3.3.2 In response to the MC of fostering students' reading habits in the previous cycle, the school has introduced a range of initiatives to promote a reading culture. A supportive environment has been created through a diversified collection of reading materials covering subject knowledge, school events and global issues, which helps arouse students' interests and broaden their horizons. Some subject panels further integrate reading tasks into learning and teaching, such as assigning students to construct miniature buildings of ancient China based on extended reading materials. The morning reading period provides regular opportunities for reading and book sharing. As observed, students remained focused on their chosen texts. In the sharing session, they demonstrated thorough preparation, articulating their understanding of the content and personal reflections clearly and eloquently, while peers listened attentively.

3.3.3 There is purposeful collaboration among several subject panels in implementing Reading across the Curriculum (RaC). In a cross-curricular task involving History and English Language, students first read about the background and positions of key figures at the Paris Peace Conference in History lessons, then analyse the features of persuasive speeches, including tone, purpose and language devices, through exemplars in English Language lessons, before writing a speech from the perspective of a delegate of their choice. Students' work shows that they can integrate knowledge and skills

across subjects, present historically relevant arguments, and express viewpoints logically and coherently. Such collaboration is worth promoting to other KLAs or subjects to foster deeper and more impactful RaC practices.

3.3.4 The school places due emphasis on developing students' information literacy amid rapid technological advancements such as artificial intelligence (AI). Recent curriculum mapping across the nine literacy areas provides a clearer framework for reviewing existing practices and identifying areas for future refinement. The panel of Information and Communication Technology and Library Studies lessons play a key role in equipping students with the knowledge, skills and attitudes required to use information effectively and ethically. Other subject panels also contribute by developing students' research and presentation skills, including extracting relevant and appropriate information to satisfy a need, and presenting information and ideas in an innovative manner. Meanwhile, many subject panels are proactively exploring the use of AI in learning, teaching and assessment. For instance, teachers use AI to generate comics or passages embedded with subject-specific content, and to provide feedback on students' written work. The school is advised to maintain this momentum in its pursuit of excellence by placing stronger emphasis on pedagogical innovation and promoting effective teacher-student-AI interactions.

3.3.5 STEAM education has gained comparatively less prominence since the previous focus inspection. Currently, the Science Education KLA coordinates JS STEAM projects under the "for all" principle, exemplified by the S1 wind turbine construction and S2 hovercraft building, which integrate knowledge and skills from disciplines such as Science, Mathematics and Design and Technology. However, these projects mainly involve predetermined products and structured experiments with prescribed procedures, offering limited opportunities for students to independently identify real-life problems or devise innovative solutions. To address the recommendations of the previous inspection, the school should continue to advance STEAM education by increasing task openness and strengthening cross-subject collaboration. Beyond the classroom, STEAM-related activities like drone workshops, school-based competitions and non-local exchange activities help stimulate students' interests in scientific enquiry and broaden their exposure to global innovation and technological developments.

3.4 The school continues to implement e-learning to diversify teaching strategies and assignment design; more challenging questions should be asked; constructive and specific feedback should be provided.

3.4.1 Building on the previous cycle's e-learning implementation, the school has adopted a wider range of strategies to enhance learning and teaching effectiveness. Subject panels have incorporated digital resources, such as graphing tools that enable real-time visualisation of curve changes, helping

students grasp abstract concepts. Teachers and students use mobile devices effectively, with teachers demonstrating strong competence in utilising e-learning platforms to promote student engagement, facilitate smooth transitions between teaching modes, and showcase learning outcomes. Assignment design has also become more varied, including audio and video submissions, allowing students to demonstrate learning through multiple modes and providing teachers with a more comprehensive understanding of student performance. Sharing effective strategies across subject panels will further enhance the quality of learning and teaching and drive sustained improvement.

3.4.2 The school continues to develop self-directed learning through consistent teaching routines. Most subject panels design purposeful pre- and post-lesson activities to activate students' prior knowledge and consolidate learning. Pre-lesson tasks, such as worksheets, video viewing and reading activities, have been embedded in regular classroom practice to help students develop independent learning habits. Overall, students demonstrate diligence in completing these tasks, and most teachers effectively utilise the outcomes, through sharing of student work or targeted questioning, to engage learners at the start of lessons. While students are also encouraged to reflect on their learning experiences through written reflections or self-evaluation forms, the effectiveness and quality of these practices vary across subjects due to differences in the level of teacher guidance and scaffolding. As a result, reflections range from general comments on time management or effort to more concrete remarks regarding subject-specific skills and learning strategies. The school could further consolidate and disseminate effective practices to align teachers' understanding of the expected standards and ensure more consistent implementation of student reflections across all subjects.

3.4.3 Most lessons have clear learning objectives and a supportive classroom atmosphere. Teachers adopt an approachable manner, give concise explanations, and offer immediate positive feedback to acknowledge students' efforts, though specific comments to guide further improvement are seldom provided. Students are attentive, willing to participate in learning activities, and demonstrate good biliterate and trilingual abilities. However, lessons are predominantly teacher-centred. While teachers ask questions to assess students' understanding, the range is generally limited. In catering for learner diversity, most teachers monitor students' progress and offer individual support, but the more-able students are rarely challenged. Given students' strong ability and eagerness to learn, as recommended in the previous ESR, teachers should pose more challenging questions, and provide constructive and specific feedback to stimulate higher-order thinking, encourage deeper exploration of subject content and support self-improvement. Teachers should also design more demanding tasks, use differentiated instructions and create additional opportunities for students to share ideas, thereby facilitating peer interaction and deepening learning.

3.4.4 In more effective lessons, teachers use highly interactive activities with appropriate guidance and questioning to prompt student thinking and deepen responses. Students participate actively, contribute in discussions enthusiastically, and construct knowledge collaboratively by sharing their learning outcomes in a dynamic learning environment.

3.5 The school nurtures students' moral character through focused efforts to cultivate, practise and internalise values across formal and informal curricula.

3.5.1 The school places strong emphasis on nurturing students' moral character through a multi-pronged approach spanning formal and informal curricula to cultivate, practise and internalise values. For instance, in History lessons, students research and present on 20th-century historical figures, analysing the virtues they exemplified to reinforce the understanding of values. Opportunities for practising values are further increased through service learning, including the new school-based "Social Service Award Scheme", which requires S1 students to complete 10 service hours and is planned for school-wide implementation in the coming years, as well as the "Social Service Record Booklet" to document student participation and reflections. In-school service initiatives have also been expanded to promote empathy and mutual support. For example, guidance monitors organise stress-relief activities for peers during inter-class competition sessions, delivering clear instructions, adjusting the pace responsively, and fostering a caring environment, as observed. The school partners with external organisations to provide volunteer leadership training that enhances students' skills in service planning, teamwork and problem-solving. Service learning elements are also embedded in Life Education lessons with themes like elderly care and social inclusion. Student reflections indicate deepened empathy, a better understanding of community needs, and a heightened sense of social responsibilities.

3.5.2 The school promotes national education in a systematic manner. Relevant elements are integrated into the curriculum, complemented by cultural programmes and Mainland exchange tours that enhance students' understanding of Chinese culture and the latest developments of our nation. For example, in Business, Accounting and Financial Studies, learning activities relevant to the Belt and Road Initiative highlight Hong Kong's interconnection with our country's development, and the importance of safeguarding social stability and national security. The school also makes use of "National Education – Event Planning Calendar" to organise activities on important days, such as a moment of silence and a talk on the Victory Day of the Chinese People's War of Resistance against Japanese Aggression, helping students understand the devastation caused by the war, and the critical importance of national security. Students visited the Shandong aircraft carrier, gaining first-

hand exposure to the advanced defence technology and military development, while fostering an appreciation of the discipline and patriotic spirit of the naval personnel. Post-activity sharing showed students' immense pride in our country's ability to independently build aircraft carriers. The national flag raising ceremony is conducted solemnly, with flag raisers performing their duties meticulously and students observing proper etiquette, thereby demonstrating respect for the ceremony. As observed, the student-led speech under the national flag quoted the classical Chinese saying "Harmony without Uniformity" to share insights on mutual respect and honesty in interpersonal relationships, effectively reinforcing the values of Caring and Respect within CD2R, with all the students listening attentively.

3.6 The school is committed to the holistic development of students, and promotes their well-being and sense of belonging through diverse activities.

3.6.1 The school demonstrates a strong commitment to the holistic development of students, with a clear focus on the early identification of their learning and emotional needs through well-coordinated support measures. Various committees provide targeted support for students with special educational needs, including executive function training and social-emotional programmes. These efforts are complemented by regular grade-level meetings where class and subject teachers exchange observations on students' academic performance and behaviour, enabling early detection of individual needs and timely follow-up.

3.6.2 The school fosters students' mental and physical well-being, as well as their sense of belonging, through a range of engaging activities and home-school collaboration. The newly-introduced monthly "Chill Fun" sessions feature light artistic pursuits, such as making perfumes, scented stones and galaxy jars, helping students acquire stress management and emotional regulation skills. In addition, students showcase their talents through participating in school teams, sports and arts training, and lunchtime mini-concerts where teachers and students interact enthusiastically, creating a positive and uplifting environment for exchange and appreciation. To equip parents with strategies and skillsets to leverage students' strengths and characters in building happiness and confidence, the school organises positive education seminars which enhance home-school partnership in supporting students' whole-person development. Parent-child activities, such as laser tag, are also arranged to strengthen family bonds. More class-based activities, planned and led by student representatives, are conducted to further promote students' sense of belonging and peer cohesion through shared enjoyable experiences. The plant cultivation project at the JS levels develops collective responsibility and teamwork. During recess and lunch breaks, sports facilities are made available to encourage voluntary physical activities, thereby

promoting healthy lifestyle among students. On the whole, the school is progressing in an appropriate and purposeful direction, with strategies that are responsive to student needs.

3.6.3 The school has systematically incorporated career and life planning elements across key stages, adopting a progressive and experiential approach to enhance students' self-awareness and practical skills for future pathways. At the JS levels, Life Education lessons guide students in exploring their personality and interests. For SS students, the school leverages alumni networks and external partners to organise career talks, workplace visits, and work experience opportunities, broadening students' understanding of professional landscapes. An S4 entrepreneurial activity exemplifies this approach. Students work in groups to simulate company setup by gathering opinions from schoolmates, designing diverse products, and managing marketing and sales. Observations of the activity revealed strong student engagement. Students applied effective planning in product design and promotion strategies, resulting in satisfactory sales outcomes. The activity was well received by both teachers and students, and enriched students' learning through authentic exposure to real-world contexts.

3.7 Students demonstrate diligence, self-discipline, and notable achievements in sports competitions.

3.7.1 Students are diligent, eager to learn, and receptive to teachers' guidance. They demonstrate self-discipline, respect for teachers, and supportive peer relationships. In lessons, they remain attentive with a positive attitude towards learning. Most students actively participate and showcase their talents in a variety of co-curricular activities. Student leaders display strong responsibility, conscientious duty fulfilment, and clear leadership qualities.

3.7.2 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. With consideration of the S1 intake and the school performance in the HKDSE Examination over the past three years, the school has attained good results.

3.7.3 Students participate actively in a wide range of physical, academic and aesthetic activities and competitions, both inside and outside the school. They perform well in the Hong Kong Schools Speech Festival and the Hong Kong Schools Music Festival. Students also demonstrate strong performance in various sports competitions, particularly in handball, basketball and athletics, over the years. They have obtained multiple individual and team awards at both the regional and territory-wide levels.

4. Conclusion and Way Forward

The school sets clear development directions that build on prior achievements, and align with student needs and educational trends, focusing on supporting students in the cultivation of self-directed learning habits and enactment of proper values. A supportive school climate is fostered through multiple communication channels. The school is receptive to practicable suggestions from teachers that are beneficial to students. The broad curriculum can address the diverse needs of students and prepare them for further studies and future endeavours. A reading culture is being established through a range of initiatives. There is purposeful collaboration among several subject panels in implementing Reading across the Curriculum. The school places due emphasis on developing students' information literacy in response to rapid technological advancements, including artificial intelligence. Building on past efforts, the school continues to implement e-learning to diversify teaching strategies and assignment design. Self-directed learning is being developed through consistent teaching routines that incorporate pre-lesson preparation and post-lesson reflection. The school nurtures students' moral character by consolidating a new school-based values education framework, with relevant elements embedded into learning activities within and beyond the classroom, alongside the incorporation of national education and national security education. Co-ordinated support measures, well-being activities, and career and life planning initiatives help promote students' whole-person development. Students consistently demonstrate diligence, self-discipline and positive learning attitudes. They perform particularly well in sports competitions.

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

- 4.1 The evaluation of school work should be strengthened. While the school collects both quantitative and qualitative data from multiple sources, there is limited assessment of students' performance against the set targets. The school should adopt an integrated and targeted approach to the utilisation of school self-evaluation data to better evaluate its work effectiveness, inform planning and facilitate continuous development.
- 4.2 The effectiveness of learning and teaching should be further enhanced. Given students' strong ability and eagerness to learn, teachers should pose more challenging questions, and provide constructive and specific feedback. They should also design more demanding tasks, use differentiated instructions and create additional opportunities for students to share ideas, thereby facilitating peer interaction and deepening learning.