

External School Review Report

SKH Chan Young Secondary School

School Address: 6 Chi Cheong Road, Sheung Shui, New Territories

Review Period: 20 to 21, 23, 27 and 30 October 2025



Notes on the External School Review Report

1. This report covers the current development of the school and the key External School Review (ESR) findings. Suggestions for improvement are also given for the school's reference and follow-up.
2. The report is intended for the key stakeholders of the school, including members of the 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 October 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 39 lessons taught by 40 teachers;
 - Observation of various school activities, such as the national flag raising ceremony, life-wide learning (LWL) lessons, after-school English 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 The school envisions providing an all-round Christian education, and nurturing students' motive for seeking the truth so that they can find pleasure in life, realise their aspirations and eventually become citizens with worldwide visions.
- 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 | 5 | 5 | 5 | 5 | 5 | 5 | 30 |
| Number of Students | 163 | 169 | 168 | 158 | 149 | 144 | 951 |
- 2.3 The Principal has taken up the post since the 2020/21 school year. The three Vice-principals have served the school for over 19 years. About 60% of the teachers have worked in the school for more than 10 years.
- 2.4 The previous ESR report (2010) made the following recommendations: (1) enhancement of learning and teaching effectiveness; and (2) strengthening the effectiveness of self-evaluation.
- 2.5 The major concerns of the previous school development cycle (2022/23 to 2024/25 school years) are: (1) equipping students with skills necessary for 21st

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

century learning; and (2) helping students develop a growth mindset, positive values, attitude, and self-identity.

- 2.6 The major concerns of the current school development cycle (2025/26 to 2027/28 school years) are: (1) holistic support to enhance students' wellbeing and development; and (2) nurturing a learning community by strengthening students' learning skills and ethical use of technology.

3. External School Review Findings

3.1 The school makes progress in fostering students' whole-person development; students' expected learning outcomes should be more specific to facilitate the SSE effectiveness.

3.1.1 The school has set clear directions to support the whole-person development of students by addressing their learning and emotional needs with reference to the data collected from the SSE tools provided by the EDB, school-based surveys and teachers' observations. After identifying students' emotional needs in Assessment Program for Affective and Social Outcomes (APASO) and Stakeholder Survey (SHS), the school emphasises enhancing students' resilience and mental health through suitable strategies, such as exploring ways to recognise students' positive behaviours and achievements. Given that the development of e-learning was a target and was successfully implemented in classroom learning during the last school development cycle (SDC), the school focuses on promoting the ethical use of information technology in the current SDC, showing that good progress has been made with reference to the outcomes of the previous cycle. The use of e-learning platforms and tools in classroom learning and teaching is also strengthened to arouse students' learning interest and motivation.

3.1.2 The Executive Development Committee (EDC) has been restructured recently. With more diverse membership and regular meetings, the EDC analyses and shares SSE data with teachers during staff meetings to support discussions on the school's development priorities, improving the transparency and teachers' ownership of work in the decision-making process. Monitoring from school management is evident in the meetings with subject panels and committees to facilitate the smooth implementation of strategies. Subject panels and committees generally align their work plans with the school's development directions while maintaining autonomy in planning and implementation. Nevertheless, similar to the comments from the last ESR, the expected learning outcomes of some development priorities lack clear elaboration. This has led to varying interpretations among subject panels and committees regarding implementation, undermining the evaluation effectiveness. For example, the targets of strengthening students' learning skills are not clearly defined and are not specifically related to students'

learning performance, which affects the effectiveness of evaluation against the targets. Evaluation mainly focuses on task completion, rather than having holistic evaluation of the impact of work on student performance. In view of the differing understandings among the teaching team regarding the expected learning outcomes, more specific professional development programmes should be arranged to strengthen their professional capacity and build consensus towards the school's development goals.

3.1.3 The IMC, well-informed of SSE data and the progress of the school's work, actively contributes to school development by providing scholarships and fostering a religious atmosphere. The school management values teachers' suggestions and opinions. Teachers' preferences and expertise are taken into account in duty allocation, and their continuous improvement is encouraged. The Staff Management Consultative Committee also acts as a communication channel between the school management and teachers by collecting teachers' views regularly. In response to the recommendation of the previous ESR regarding enhancing classroom learning and teaching, the school has implemented several initiatives to optimise teachers' professional development. These initiatives include regular collaborative lesson planning (CLP) and peer lesson observation (PLO), and sharing sessions focusing on the use of e-learning tools in lessons. They promote a culture of sharing among teachers and serve as a step forward in enhancing overall learning and teaching effectiveness. However, the impact of these efforts varies across subjects. There is room for improvement by implementing more CLP and PLO with specific focuses which could foster meaningful professional dialogue and facilitate teachers' reflection on learning and teaching.

3.2 The school-based curriculum is broad, with due emphasis on learning within and beyond the classroom; much importance is attached to promoting reading and developing students' English proficiency.

3.2.1 The school provides rich learning experiences for students within and beyond the classroom. LWL activities relevant to various subjects, ranging from visits to museums to the appreciation of Chinese operas, enable students to deepen and extend their learning. To expand students' artistic exposure and nurture their aesthetic development, school-based Music and Performing Arts (MPA) programmes, which encompass Music, drama and dance, are thoughtfully designed. For instance, through cross-subject collaboration, students write their own scripts with support from the Chinese Language panel and perform scenes in the MPA lessons. Inter-class drama shows are also held for students to showcase their artistic talents and fruits of learning. At the senior secondary level, a broad range of elective subjects is suitably provided to accommodate students' diverse needs and interests. Although good attempt is made to incorporate Module 1 of the Extended Parts of Mathematics into the regular timetable for S4 this school year, the Extended

Parts in other year levels are yet to be incorporated into the regular timetable. This practice should be put under review so as to create space for students' participation in co-curricular activities and alleviate the burden of teachers and students due to prolonged lesson time. The curricula of the Personal, Social and Humanities Education and Technology Education Key Learning Areas (KLAs) could be further enriched to ensure a comprehensive coverage of the curriculum contents at the junior secondary level.

3.2.2 Good effort is made to cultivate students' reading habits and interests through a series of reading activities, such as authors' talks, thematic book displays and book sharing by both teachers and students. The school library and subject panels work closely to prepare suggested reading guides, which are designed not only to support students' subject learning but also to broaden their reading horizons by introducing them to a wide range of genres and perspectives. Relevant reading award schemes are properly established to encourage students to explore beyond their usual preferences and develop a more diversified reading repertoire. In recent years, subscriptions to e-reading platforms are introduced, and a growing number of students are fond of reading online. The measures are conducive to motivating more students to read. Ample opportunities are provided for students to conduct sharing in English and participate in activities like English Speaking Day and after-school language games. As observed, the English Ambassadors play a proactive role in organising activities and encouraging their schoolmates to speak English. Students are generally willing to use English to interact with their peers during the activities. Collaborative effort is made between English Language and various subjects to develop the Language across the Curriculum materials for S1 students. Common language items and sentence structures across various KLAs are duly identified, and relevant learning tasks are properly designed to enhance students' English proficiency. Building upon this, the school could extend the current practice to other year levels to further strengthen students' abilities to use English across subjects.

3.3 The school takes a collaborative approach in promoting STEAM education; good attempt is made to support e-learning and digital education by integrating artificial intelligence (AI) tools.

3.3.1 Through close collaboration between relevant subjects and the library, STEAM projects with the theme on Smart City are suitably implemented for all S2 students to construct a simulated city with enhanced public facilities designed to promote environmental protection. Reading across the Curriculum is properly promoted, with appropriate reading materials related to the STEAM projects provided to broaden students' knowledge base. Students have to discover and address real-life problems in their community by applying cross-disciplinary knowledge and skills such as urban planning, programme coding and model-making, to improve the living environment.

At present, limited opportunities are provided for students to make use of the design thinking process to enhance their work. Greater emphasis could be placed on providing more chances for refinement and innovation in the projects. Beyond the classroom, students with an interest and aptitude in STEAM education are rightly identified and groomed for various external competitions, unleashing their potential.

3.3.2 Promoting e-learning has been the development focus of the school since the last SDC. Good endeavours are made to organise internal professional development activities, aimed at equipping teachers with the knowledge and skills to utilise the e-learning platforms and tools. To further align with the educational trend of promoting digital education, the school integrates the use of AI tools into internal professional development activities, including training on creating custom chatbots and crafting effective prompts. Commendable effort is made by some subjects to leverage AI platforms to support personalised language training and provide specific feedback on students' writing. Such good practices of AI-assisted learning and teaching could be more widely shared across subject panels. Elements of information literacy are well incorporated into different subjects, project learning and LWL lessons. Student leaders are duly invited to share on a variety of ethical issues posed by new information and communication technologies during morning assemblies, thereby raising their peers' awareness of the potential dangers.

3.4 A positive learning atmosphere is created through a good rapport between teachers and students; more efforts are required to explore effective teaching strategies that address students' varied learning needs.

3.4.1 In alignment with the school's development focus of using digital tools to strengthen students' learning skills, online platforms and related applications are generally utilised to enhance the learning and teaching effectiveness. In lessons with e-learning activities, teachers are familiar with using various tools to engage students and boost their motivation for learning. For example, some teachers actively employ these tools to increase student participation and to showcase students' learning achievements. These strategies help create a more interactive and motivating learning environment by enabling teachers to provide instant feedback and giving students timely information on their progress, thereby enhancing both engagement and outcomes. Lesson objectives are clear and the learning tasks are systematically structured. Teachers are supportive and encouraging, fostering a positive learning environment. Students are mostly attentive and follow teachers' instructions to jot down notes. However, the habits of taking notes on students' own initiatives, which has been one of the key learning skills promoted by the school since the last SDC, have yet to be established and should be further strengthened.

3.4.2 Suitable differentiated learning activities are provided to S1 students

based on their abilities, such as splitting the S1 classes into smaller groups based on academic abilities in English and Chinese, enabling teachers to provide suitable differentiated learning activities for each group. Various enhancement and remedial programmes are arranged to support students' varied needs. Ample opportunities are provided for more able students to participate in more challenging activities. Yet, as observed in lessons, learning and teaching strategies to cater for learner diversity are rather limited, with most lessons being teacher-oriented and the more able students not sufficiently stretched. Questioning is frequently adopted to check students' understanding and sustain their learning interest. However, similar to the comments in the last ESR, the range of questions is limited and the questioning techniques of teachers vary. Students tend to respond briefly and are rather soft-spoken, showing their lack of confidence. To provoke students' deep thinking, a wider range of questions should be asked for different students to express their views. More thoughts should also be given to exploring effective learning and teaching strategies that improve learning outcomes for students with diverse abilities.

3.5 The school adopts multiple strategies to address students' physical and mental needs; values education and national education are in place; some progress is made in promoting students' life planning.

3.5.1 The school effectively utilises SSE data and teacher observations to identify students' needs on physical and mental well-being. To uphold its major concern, the school appoints caring ambassadors and arranges various mental health activities. Before exams, the ambassadors organise the "CYSS Carnival" with interactive games to raise their peers' mental health awareness and help student relax, creating a caring ambience. Leveraging the school's harmonious religious atmosphere, sharing of bible verses and stories in assemblies and religious lessons supports students' spiritual well-being. Sharing of experiences on parent-child relationships by alumni and parents helps strengthen family bonds and fosters students' emotional well-being. To strengthen students' sense of belonging to the school, regular class-based activities and inter-class competitions, such as bike riding and rope skipping, are thoughtfully arranged to help students build social connections and arouse their interest in sports. More sports equipment and lunchtime physical training workshops are provided to encourage students to incorporate physical activities into their daily routines. For example, the workshops focused on teaching students how to use resistance bands, which could effectively foster the development of regular exercise habits among them. The "Chan Young Mini Show" is held regularly during lunch time. It offers performing arts opportunities for students, which boosts students' confidence. As observed, students enthusiastically participated in the "random dance" sessions, lunchtime workshops and various ball games. Their friendly peer interactions contribute to a lively and vibrant campus.

3.5.2 The school attaches great importance to values education and character building. Through the implementation of “Afforestation Award Scheme”, students are guided to set personal goals aligned with the school’s Christian educational beliefs and are encouraged towards continuous self-improvement. The school integrates values education into class teacher periods, morning assemblies, Civic Education Day and LWL lessons. The LWL lessons cover a diverse range of topics, such as values education, life planning education, mental well-being, Chinese culture and information literacy. Students are encouraged to put proper values and attitudes into practice. For example, the activity “From Failure to Success” helps S5 students understand the concept of failure and learn how to adopt a growth mindset when facing setbacks, ultimately fostering perseverance. Service learning for S2 and S4 enables students to identify the needs of service targets, design suitable activities and reflect on their experiences. Samples of students’ works demonstrate how they gain insights into benevolence and perseverance through serving the people with visual impairment. Such experience allows students to practise good behaviours and uphold proper values in their daily lives.

3.5.3 The elements of national security education (NSE) are duly integrated in relevant topics in the curriculum across KLAs, enabling students to understand the importance of national security. The school provides diverse learning experiences on Chinese Culture Day, such as Sichuan face-changing performances, game booths, handicrafts, traditional Chinese clothing wearing, and ancient technology demonstrations. These activities enrich students’ understanding and appreciation in traditional Chinese culture, highlighting the importance of cultural heritage. Tours to the Hong Kong Palace Museum are aptly organised for parents to deepen their appreciation of traditional Chinese craftsmanship together with their children. Through national flag-raising ceremonies, different students take turns to give speeches under the national flag covering topics including traditional Chinese festivals, experiences from study tours to the Mainland, and the country’s achievements in aerospace technology, deepening students’ knowledge and fostering their pride in our country. The school has formed a large team of flag guards, who display enthusiasm and pride during the ceremony and march in unison and solemn expressions. During the speech under the national flag, student representatives confidently share their experiences from the study tour in Fujian and emphasise the importance of inheriting Chinese culture, while the audience listen attentively.

3.5.4 The school has made some progress in implementing life planning education. In recent years, the school has refined its approach by improving students’ understanding of further education options and enhancing their interaction with Career Guidance teachers. Alumni and parents are also invited to share their valuable experiences from the workplace and university,

equipping students with the knowledge of various career pathways and to reinforce values such as perseverance and responsibility. Currently, life planning activities mainly include talks and small-scale visits, with limited hands-on activities. The school could strive to better understand students' needs, enhance coordination with external organisations, and plan a wider variety of learning activities. These initiatives could help students explore different paths through practical experiences, increase self-awareness, and develop skills that facilitate informed decision-making about their studies and careers.

3.6 Students are responsible, well-mannered, and exhibit good relationships with teachers and peers.

3.6.1 Students exhibit humility, self-discipline, and a strong sense of responsibility while showing respect for their teachers. The positive relationship between teachers and students fosters a supportive school environment. Students actively engage in school activities, and demonstrate a strong sense of belonging. Student leaders carry out their responsibilities diligently and serve their peers with enthusiasm, showcasing effective organisational and leadership skills in planning various school events.

3.6.2 In the past three years, the percentages of students meeting the general entrance requirements for local undergraduate university programmes and sub-degree programmes in the Hong Kong Diploma of Secondary Education (HKDSE) Examination were above the territory averages of day school students. With consideration of the S1 intake and the school performance in the HKDSE Examination in 2023 and 2024, there is a need for improvement.

3.6.3 Students actively participate in a wide range of co-curricular activities and external competitions, including sports, music and community services. Pleasing results have been achieved in inter-school sports competitions, speech and music festivals, and territory-wide debating competitions.

4. Conclusion and Way Forward

The school has made progress in fostering students' whole-person development by addressing their learning and emotional needs based on a good range of self-evaluation data. The school's development focuses on exploring strategies to promote mental wellness and resilience, along with enhancing e-learning and ethical technology use, are aptly set in response to the outcomes of the previous cycle. The school offers a wide range of life-wide learning activities to accommodate students' diverse needs and interests. Dedicated efforts have been made to enrich students' artistic exposure, promote their reading habits and develop their English proficiency. A collaborative approach is adopted in promoting STEAM education by enabling students to apply cross-disciplinary knowledge and skills to solve real-life problems. The school has made a good attempt to promote e-learning and digital education by leveraging artificial intelligence platforms and tools. Through various support measures, the school continuously promotes physical and mental well-being of students to foster a positive atmosphere. Students are responsible and well-behaved, demonstrating a strong sense of belonging to the school. Student leaders carry out their responsibilities diligently and serve their peers with enthusiasm, showcasing effective organisational and leadership skills in planning various school events.

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

- 4.1 Some work targets of the school's development priorities lack clear elaboration. The expected learning outcomes for strengthening students' learning skills should be clearly defined to facilitate effective evaluation. More targeted professional development programmes should be organised to enhance the professional capacity of the teaching team and to build consensus on the school's development goals.
- 4.2 There is room to improve the effectiveness of classroom learning and teaching. More attention should be given to exploring effective strategies to improve the learning outcomes for students with diverse abilities. Also, more challenging questions should be given to facilitate students' deep thinking.