

External School Review Report

Sha Tin Government Secondary School

School Address: 11-17 Man Lai Road, Shatin

Review Period: 9, 11 to 12, 16 and 19 March 2026



Quality Assurance Division
Education Bureau

June 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 School Management Committee (SMC), 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 SMC 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 35 lessons taught by 35 teachers;
 - Observation of various school activities, such as the national flag raising ceremony, weekly assemblies and "Multi-Intelligence Stage"; 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 mission of the school is to provide the best opportunities for students to develop their potential to the full, to acquire knowledge, and to adopt a positive attitude towards work, life and their community in accordance with the school motto – Love, Wisdom and Vigour.
- 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	5	4	25
Number of Students	140	137	134	127	147	111	796

- 2.3 The principal has taken up the post since September 2023. Among the three assistant principals, one took office in September 2023 and the other two in September 2025 respectively. Around 70% of teachers have been teaching at the school for less than 10 years.
- 2.4 The previous ESR report (2011) made the following recommendations: (1) strengthening student-centred learning and the use of different pedagogies to promote active learning; and (2) strengthening collaboration among departments and committees to enhance synergy in school work.
- 2.5 The major concerns of the previous school development cycle (2022/23 to 2024/25 school years) are: (1) to develop students to be active learners; and (2)

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

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

to promote students' well-being through learning experiences to lead a healthy lifestyle with positive values.

- 2.6 The major concerns of the current school development cycle (2025/26 to 2027/28 school years) are: (1) to nurture autonomous, lifelong learners with a global perspective; and (2) to enhance students' positive values and strengthen their well-being through establishing a healthy lifestyle.

3. External School Review Findings

- 3.1 The school has built on the previous development cycle to set student-centred priorities; yet the more specific evaluation to inform planning could be strengthened to enhance the SSE effectiveness.**

3.1.1 Building on the previous development cycle and in line with Hong Kong's aims of education, the school has articulated student-centred major concerns and devised related strategies to develop students as autonomous learners and to strengthen their positive values and well-being. The school management makes efforts to lead teachers to review quantitative data, such as the Assessment Program for Affective and Social Outcomes (APASO) and Stakeholder Survey findings, together with qualitative information including teachers' observations and departmental findings, to evaluate students' needs and formulate follow-up actions. Dedicated teams have been established to formulate and review the major concerns, and teacher participation in the decision-making process through staff meetings helps enhance transparency in management. Subsequent to the evaluation of the last development cycle, the school sustains its priorities to further develop students' self-directed learning capabilities and a healthy lifestyle across subject panels and committees.

3.1.2 However, the evaluation of work in the previous cycle and the planning of the current cycle are still constrained by broad targets and perception-based success criteria, which does not sufficiently facilitate departments and committees to devise data collection measures and evaluation to present a concrete picture of students' learning and whole-person development, though a few departments and committees begin to make use of qualitative evidence and student performance data such as student feedback or review student work, thereby limiting the use of evaluation findings to inform subsequent planning. The school management could refine its evaluation with more specific success criteria corresponding to the targets, and to strengthen the collection and analysis of qualitative data and information to better capture the impact of major initiatives, and to inform planning.

- 3.2 Collaboration has been strengthened, while monitoring and steering need to be sharpened.**

3.2.1 Following the recommendation of the previous ESR on strengthening

collaboration, the school has enhanced cross-department and cross-committee collaboration through a range of joint programmes and shared practices linked to the major concerns that help enrich students' learning experiences. Thoughtful succession planning is also seen in the leadership continuity arrangements, such as co-in-charge and deputy-in-charge, in departments and committees, which helps nurture aspiring leaders and sustain continuity in curriculum development and school work. A few subject panels begin to make good use of assessment data, such as students' work and feedback, to inform learning and teaching strategies as well as curriculum planning. These could be promoted across all departments to facilitate continuous improvement. Following the recent changes in the school management team, the communication and collaboration practices are gradually progressing towards more effective operation. While the school management generally oversees the work of departments and committees through meetings and document scrutiny, communication between the school management and middle managers is not fully effective and could be further strengthened so that expectations, co-ordination and monitoring are clearer and synergy across departments and committees can be enhanced.

3.2.2 Teachers' professional development arrangements are in place, including staff development days and "collaborative lesson planning" sessions, for continuous professional capacity building. The impact is still limited, the school can maximise the effectiveness by prioritising the professional development themes more closely with the major concerns and latest educational trends, such as digital education, and evaluate professional development not only through teachers' perceptions but also through its impact on classroom practice and student performance.

3.3 The school curriculum offers diversified learning experiences to foster whole-person development; good attempts have been made to develop students to be autonomous learners.

3.3.1 The school curriculum is generally broad and offers a good array of learning experiences to foster students' whole-person development. Elements of values education are properly infused into the school curriculum with meaningful learning activities that reinforce priority values among students both inside and outside the classroom. In recent years, the school has created space to enrich the other learning experiences of students, including service learning and life planning education at the senior secondary level, to better cater for their interests and needs.

3.3.2 In response to the previous ESR recommendation on strengthening student-centred learning, the school has put emphasis on deepening students' engagement in learning by developing their self-directed learning skills. The school has thoughtfully set scenes for students to apply these skills through utilising educational applications and online resources, as well as creating

consolidated notes to facilitate their learning in relevant subjects across year levels. Students are invited to set questions for peer quizzes, which foster deeper thinking and the application of learned concepts. An S2 Personal, Social and Humanities Education (PSHE) project learning activity has provided opportunities for students to study a Mainland province or city. By researching in detail and systematically presenting the geographical features, historical heritage and local customs, students deepened their understanding of their ancestral roots. As observed, students are generally attentive yet passive in lessons. Leveraging the learning skills students have acquired, subject panels could consider putting more thought into creating an inviting learning atmosphere and environment in classrooms, which will more effectively uplift students' ownership, engagement and enhance learning effectiveness.

3.4 Diverse strategies for promoting reading are in place but the desired impact has yet to be achieved; the language environment could be enhanced to support students' biliterate and trilingual development.

3.4.1 Commendable effort has been made to nurture students' reading interests and habits through a variety of strategies, including a Wednesday morning reading period, various theme-based reading schemes, and thematic talks on topics such as STEAM education and Chinese culture, complemented by book fairs. In the current school year, with the aim of promoting extensive reading across subjects, subject panels have made appropriate use of online platforms and digital resources to design tailored reading activities that enrich students' understanding of subject-related topics and extend learning beyond the classroom.

3.4.2 Since the last development cycle, the school has promoted Reading across the Curriculum (RaC) to broaden students' knowledge base and strengthen their reading skills. Language departments' collective effort is evident in designing learning activities, such as theme-based book sharing and reading articles, to connect language learning with the content of different Key Learning Areas (KLA) and subjects, as well as values education. These reading materials are coupled with purposeful follow-up tasks, such as discussion questions on the subject matter and personal reflections on life experiences. In the current school year, these reading articles have been thoughtfully enhanced with audio recordings in English or Putonghua to further strengthen students' language proficiency. As observed, the level of student engagement in the various reading activities varied. Despite the array of measures implemented, the reading atmosphere and students' interest in reading are not strong in terms of coverage and depth. The school can make more systematic and integrated use of evaluation data and information, such as students' reflections, to assess the impact of reading promotion initiatives and adjust strategies based on students' needs and preferences.

3.4.3 To echo with the nurturing of biliterate and trilingual proficiency as

a development priority, in addition to providing regular platforms, such as morning assemblies where students conduct sharing in English and Putonghua, the school focuses on encouraging students to participate in various activities and competitions in the current development cycle. To elevate the English-speaking skills of students, S3 to S5 students are provided with speaking projects of reading books or public speaking training this year. Junior secondary students also take part in the inter-class video shooting competition using Putonghua to promote positive values such as respect. As shown in the sample video, they display fluency in Putonghua and the commitment to serving others with courtesy. In spite of these measures, as observed in lessons, some students still lack confidence in communicating in English and opportunities to use both languages outside the classroom remain limited. The school should continue to enrich the language environment and foster meaningful interaction and authentic language use in daily school life.

3.5 Steady development in STEAM education is observed; elements of national education are appropriately incorporated into the school curriculum.

3.5.1 The school demonstrates steady development in promoting STEAM education. Information literacy is appropriately incorporated into the school curriculum with relevant subjects, while artificial intelligence is specifically integrated into the junior secondary curriculum. STEAM learning activities are suitably designed with hands-on and minds-on tasks for all students to cultivate their problem-solving skills. Other than the scientific investigation activities in S1 Aquaponics and S3 Hydroponics, the school has increased collaboration among STEAM-related KLAs to develop the S2 project that further promotes the integration of cross-disciplinary knowledge and skills as evident in the bridge modelling project last year. Students apply their knowledge of force and motion, geometry and measurements to design, test, and refine their structures with the design cycle, while aesthetic elements are also incorporated. Leveraging on such collaborative experience, the school can continuously review and design learning activities that embrace elements of related disciplines to further achieve STEAM for fun and diversity. Beyond the classroom, authentic experiences extending students' knowledge of advanced technologies are provided. These include 3D modelling course for S2 students and a thematic talk on soybean genetic research coupled with university laboratory tour for S4 and S5 students. To cater for students with interests or talent in STEAM, pull-out training programmes, such as programming courses, are suitably arranged for them, and they are encouraged to participate in external competitions to stretch their potential.

3.5.2 In the promotion of national education (NE), the school puts emphasis on broadening students' exposure both inside and outside the classroom. Elements of NE and national security education are appropriately

incorporated in the school curriculum, with ample opportunities given for students to participate in a good array of life-wide learning activities, including local field trips and Mainland study tours, to deepen their understanding of our country's development and foster a sense of belonging. Subject panels connect students' learning with national contexts. For instance, elements related to our country's achievements and the necessity of safeguarding food and resource security to sustain the nation's socio-economic progress are integrated into appropriate topics. Subjects design extended learning tasks about researching our country's scientific achievements. As evidenced in their assignments, students are impressed by the scientific advancements in our country and the dedication, diligence and commitment of Chinese scientists, which helps instill a strong sense of national pride and identity. In cross-curricular activities, an S4 forum themed "Outstanding Chinese Leaders" is organised to guide students in showing respect for the renowned leaders and entrepreneurs of our country, strengthening their awareness of national identity.

3.6 Students are attentive and well engaged in learning activities; however, a few lessons remain teacher-centred, and there is limited impact from strategies for catering for diverse learning needs.

3.6.1 Students display a positive attitude towards learning. They are attentive, follow teachers' instructions closely and are well engaged in learning activities. Though most students tend to be soft-spoken when responding to questions or during presentation, some students can speak English fluently. As observed, students are generally able to express themselves naturally in Putonghua.

3.6.2 Lessons on the whole have clear learning objectives and teachers usually begin by checking and activating students' prior knowledge. In alignment with the school's major concern of promoting self-directed learning, a small number of teachers arrange pre-lesson tasks and build on students' preparation to facilitate lesson delivery. In some lessons, students underline key learning points or take notes as instructed. Pair or group work is suitably arranged in about half of the lessons to facilitate collaborative learning. Nevertheless, a few lessons remain teacher-centred, with lecturing being the predominant teaching approach, thereby limiting students' participation and development of generic skills, such as collaboration and communication. Questioning is commonly used to check students' understanding of lesson content; yet the questions are often straightforward and lack sufficient challenge.

3.6.3 In general, teachers maintain good rapport with students and their feedback is largely positive, though it is often too general to facilitate improvement. Moreover, strategies for addressing learner diversity remain limited. To cater for students' varied learning needs more effectively,

teachers should adopt a wider range of strategies, for instance, by adjusting the teaching pace, providing specific feedback on students' performance and employing questions of different levels of difficulty to foster deeper thinking.

3.7 The school provides a caring environment with diversified support through multi-pronged strategies; strong partnerships promote students' whole-person development.

3.7.1 A structured plan has been established to foster proper values among students through diverse learning experiences both inside and outside the classroom. Designated priority values, according to the EDB's 12 priority values, are set for each year level for systematic progression. For instance, law-abidingness and responsibility are designated for S1, exemplified by the class activity "tie-wearing competition", which teaches students the importance of a neat school uniform, nurturing the sense of observing school rules, responsibility and respect for their school. In alignment with the school's development focus on promoting self-directed learning, students are provided with opportunities to create video presentations fostering moral values such as kindness, empathy, and perseverance with reference to selected reading materials. The school prioritises nurturing students in a caring environment. For instance, structured service-learning equips students with communication skills before they visit community elderly centres and assist people with visual or hearing impairments. Reflections show that students gain empathy and a sense of responsibility. Workshops on animal care also let students volunteer with abandoned animals, fostering lasting compassion. Weekly assemblies also suitably empower student representatives to promote positive values through speeches, helping them build public speaking confidence and reinforcing the peer influence on upholding proper values and attitudes.

3.7.2 Through Mainland exchange tours, such as visits to schools in Hangzhou and Guangxi, as well as workshops in an electric vehicle education centre, S5 students are provided with immersive experiences that connect them to regional cultures and innovative technological industries. Field trips are also arranged for S3 students to Foshan to explore Lingnan culture and arts of ceramics, effectively blending classroom learning with authentic experiences. Students' national identity is cultivated through well-organised national flag raising ceremonies and "Speeches under the National Flag". As observed, students are in proper etiquette and the flag-raising team demonstrates remarkable spirit; students confidently share traditions like the Tai Hang Fire Dragon Dance in Hong Kong, emphasising the importance of preserving intangible cultural heritage. The school also designs learning activities related to significant historical events, inviting guest speakers from an external organisation on National Constitution Day to deepen students' understanding of the spirit of the Constitution. Moreover, the school encourages student involvement in learning about the Constitution and Basic Law through a variety

of creative activities, including organising S2 and S5 students to participate in a social media short video competition and speech competitions.

3.7.3 To promote a healthy lifestyle, the school implements strategies for raising students' awareness of both physical fitness and mental well-being. Morning runs and the introduction of emerging sports in physical education, such as Kin-Ball and Pickleball, help strengthen students' physical health. Mental health initiatives include school-based surveys for newly-enrolled S1 students to assess their emotional well-being, allowing early identification of those who need support. A dedicated "Mental Health Week" held in collaboration with external agencies, features game booths, workshops and talks that provide students with a range of practical stress relief strategies. The school also hosts a monthly lunch programme, providing a structured platform for students to express their feelings and reflect on their mental health. Class teachers meet regularly to discuss students' behaviour and emotional needs, ensuring timely intervention. Small-group activities for strengthening social-emotional skills are also provided for students identified from screening. Peer programmes further enhance belonging; senior secondary students mentor their junior secondary peers, such as those in S3 on subject choices; and diverse peer-service roles develop leadership. Structured student-led events, such as the "Multi-Intelligence Stage", provide opportunities for students to showcase talents. From observations, the event provides a supportive environment for students to shine on stage, in which their fellow classmates and teachers cheer and appreciate the multiple talents and courage, aptly boosting students' self-confidence.

3.7.4 The school values partnerships with parents, alumni and external organisations. It provides multiple channels to communicate with parents, including class teachers' "sunshine" phone calls. Parent-education activities, such as workshops and seminars, are suitably arranged to strengthen parental support for their children's growth. Alumni contribute to students' whole-person development by sharing workplace experience and offering scholarships and donations for students. They participate in the school-based careers expo and other major school functions, and support the school's long-term development. They also organise an annual Homecoming Day that encourages participation and fosters unity, allowing them to serve as role models for the juniors of their alma mater.

3.8 Students demonstrate positive attitudes and good non-academic achievements, collectively fostering a supportive school climate.

3.8.1 Students demonstrate humility and self-discipline, respecting both teachers and peers while cultivating kindness and compassion. They respect and care for classmates, teachers and the community, such as the cheering in the "Multi-Intelligence Stage" for their classmates and the caring for abandoned animals during volunteer work, contributing to a supportive

atmosphere. Students enjoy campus life and participate enthusiastically in various school activities, engaging in service work under the school's encouragement. Student leaders show commitment and responsibility by fulfilling their roles.

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 (HKDSE) Examination and sub-degree courses 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, there is a need for continuous improvement.

3.8.3 Students actively participate in a wide range of co-curricular activities and external competitions, particularly in music, drama, mathematics and STEAM-related areas. Over the past two years, students have won major awards at the Hong Kong Schools Music Festival and the Hong Kong School Drama Festival.

4. Conclusion and Way Forward

The school has built on the previous development cycle to set student-centred development priorities, with major concerns focusing on developing students as autonomous learners and strengthening their positive values and well-being. Following the recommendation of the previous ESR, the collaboration among departments and committees has been strengthened, and the school management has put in place thoughtful succession arrangements. The school offers a broad curriculum with diversified learning experiences, including those related to service learning, STEAM education and national education, to support students' whole-person development. Students are attentive and engaged in lessons, and there is an emerging practice in promoting self-directed learning through pre-lesson preparation, note-taking and project-based learning. The school places due emphasis on nurturing students' proper values and national identity through embedding values education across subjects and organising a wide range of activities such as Mainland exchange tours and service learning. Support for students' physical and mental well-being and social-emotional development is strengthened through structured programmes, small-group support and partnerships with external agencies, contributing to a caring and supportive school climate. Students demonstrate humility, self-discipline and diligence. They actively participate in school life and service, and show commitment in leadership roles. They also attain good achievements in areas such as music, drama, mathematics and STEAM-related activities.

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

- 4.1 The school's evaluation does not fully reflect the impact of work. The school could refine its evaluation with more specific success criteria corresponding to the targets, and make more systematic and integrated use of both qualitative and quantitative data to evaluate student performance and the effectiveness of major initiatives, so as to gain a more comprehensive understanding of the impact of various measures on students' learning and whole-person development and thereby inform planning.
- 4.2 There remains room for enhancing the effectiveness of classroom learning and teaching. The school should further refine student-centred lesson design, strengthen teachers' use of questioning techniques to guide students to engage in deeper thinking, and make better use of a wider range of pedagogical strategies for catering for learner diversity, with a view to continuously nurturing students as autonomous learners.