

External School Review Report

Po On Commercial Association Wong Siu Ching Secondary School

School Address: 2 Tai Pa Street, Tsuen Wan

Review Period: 27 to 28, 30 April, 5 and 8 May 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 April and May 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 33 lessons taught by 33 teachers;
 - Observation of various school activities, such as the national flag raising ceremony, weekly assemblies, "Wellness School Carnival"; 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 vision is to nurture students into responsible, moral and knowledge-seeking individuals, empowering them to become lifelong learners who contribute to society and personal growth, and uphold the school motto "Reverence, Humility, Perseverance, Earnestness".
- 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	132	128	132	120	103	101	716

- 2.3 The Principal has assumed the role since 2021. More than half of the teachers, including the three Vice-principals, have served in the school for more than 10 years.
- 2.4 The previous ESR report (2013) made the following recommendations: (1) enhancing the learning and teaching effectiveness in the lessons; and (2) strengthening teacher professional capacity, collaboration and professional exchange
- 2.5 The major concerns of the previous school development cycle (2022/23 to 2024/25 school years) are: (1) to develop students' self-learning abilities; (2)

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

to promote reading among students and (3) to enhance students' sense of well-being through positive education.

- 2.6 The major concerns of the current school development cycle (2025/26 to 2027/28 school years) are: (1) to nurture students to be self-directed learners; and (2) to empower students to embrace challenges and develop belief in themselves.

3. External School Review Findings

3.1 The developmental focuses of the school are student-centred and well address students' needs. Triangulation of qualitative and quantitative data should be enhanced to better inform planning.

3.1.1 The school formulates major concerns (MCs) that well address students' needs and align with educational initiatives. In the previous school development cycle (SDC), the school focused on strengthening students' self-learning abilities by fostering habits of lesson preparation and developing note-taking skills. Building on this foundation, the school further enhances students' self-directed learning (SDL) capabilities in the current SDC by introducing strategies and tools that promote greater ownership of and responsibility for their own learning. Self-regulation is reinforced through learning frameworks such as the 4F reflective model (facts, feelings, findings and future) and self-assessment rubrics. Such kinds of framework facilitate students' deeper reflection and enable them to identify their strengths and weaknesses for improvement. The school also made steady progress in promoting student well-being in the previous SDC by encouraging students' active participation in activities that foster proper values. Analysis of SSE data indicates that students exhibited relatively low levels of emotional well-being with fear of failure. The school then refines its focus in the current SDC to strengthen students' resilience and equip them to embrace challenges through metacognitive strategies, including the cultivation of a growth mindset.

3.1.2 The school has enhanced its use of SSE data in recent years. The school draws on data from the Stakeholder Survey and selected subscales of the Assessment Program for Affective and Social Outcomes (Third Version) (APASO-III), to evaluate work effectiveness and inform subsequent strategies. Subscales such as self-concept (general school study) and affect (no fear of failure), are selected for cross-year and cross-level comparisons, enabling the school to develop a clearer understanding of students' SDL capabilities and resilience. Through the sharing of relevant data analyses, the school management facilitates subject panels and committees in devising appropriate strategies to address the school MCs in the new SDC. At present, the school-level evaluation relies more heavily on quantitative data. In particular, when reviewing the effectiveness of promoting well-being through activities that

foster positive values, there is limited analysis of the impact of the activities on students' well-being. The school should make greater use of qualitative evidence, including students' reflections on activities and their performance in lessons and assignments. It should also strengthen the integration and triangulation of qualitative and quantitative data. This will enable the school to evaluate work effectiveness more comprehensively, thereby better informing future planning.

3.2 Rich resources are effectively deployed to enhance teacher professional capacity and the whole-person development of students. Leadership of middle management should be strengthened for succession planning.

3.2.1 The IMC actively supports the school's development and provides timely professional advice, facilitating steady school improvement, such as inviting retired school principals as academic consultants to provide feedback after lesson observation. The school fosters home-school collaboration through effective communication channels which keep the parents posted of the latest information on school activities, parent education programmes and values education, enhancing parents' understanding of students' learning needs and the school's development focuses. The school has also established the Parents Liaison Unit, in which workshops on parenting strategies and information literacy are co-organised by the school and parents. The school has successfully fostered a cohesive alumni network. The alumni offer unwavering support to enrich student development through life planning education (LPE) and academic support. Alumni from a broad spectrum of professions adopt the VASK framework (values, attitudes, skills and knowledge) to conduct insightful career sharing sessions, which broadens students' horizons and enhances their life-planning. Coupled with their contributions as enhancement class instructors, they deliver vital academic support which facilitates students' effective learning.

3.2.2 The school demonstrates effective deployment of resources to build up teacher professional capacity. Workshops addressing the school's MC and educational initiatives, such as SDL, digital education and growth mindset, are appropriately organised to address students' needs and enhance learning and teaching effectiveness. Professional support from tertiary institutions is effectively solicited to foster teachers' capability in curriculum planning and pedagogy. Partnerships with non-governmental organisations provide networking opportunities and cross-disciplinary support to enhance LPE. Regular collaborative lesson planning and peer lesson observation of subject panels facilitate the quality of learning and teaching and foster students' SDL capabilities. In response to the recommendations from the previous ESR report, deputy heads are appointed in the major subject panels and committees to enhance professional capacity. At present, the leadership roles of these deputy heads are rather limited. In order to strengthen succession planning,

more taxing duties such as formulation of new school initiatives should be given to the middle management.

3.3 A variety of strategies are aptly adopted to strengthen students' ownership of learning and develop higher-order thinking skills.

3.3.1 The school curriculum features diverse learning experiences that foster students' generic skills through cross-curricular projects, with learning tasks thoughtfully connected to real-life context. For instance, the S1 project "Knowing More About Tsuen Wan" integrates elements of Geography and History. By designing a tour route, students actively trace the background and heritage of their neighbourhood, which deepens their understanding of their community, including its development and historical background, while enhancing their creativity, collaboration and critical thinking skills. At the senior secondary (SS) level, a variety of elective subjects and Applied Learning courses are suitably provided to accommodate students' diverse needs and interests. Following up on the recommendations made in the Personal, Social and Humanities Education (PSHE) Key Learning Area (KLA) focus inspection report, the school has appropriately reviewed the PSHE KLA curriculum to cover all essential elements at the junior secondary (JS) level. However, some core elements under the Technology Education (TE) KLA at the JS level remain insufficiently covered; therefore the relevant curriculum could be further enriched to help students build a solid foundation for their future studies.

3.3.2 The school places strong emphasis on promoting SDL in the current SDC. Structured reflection models are introduced to students to facilitate quality reflection. The purposeful embedding of the 4F reflective model in learning tasks of different subjects effectively deepens students' reflective thinking, enabling them to critically review their learning process, identify challenges and set clear targets for improvement. The use of task-specific assessment rubrics further reinforces students' capacity for self- and peer evaluation, supporting ongoing monitoring and refinement of learning goals. These strategies effectively enhance students' ownership of learning and facilitate deeper learning and the development of higher-order thinking skills. Good attempt is made by subjects to provide analysis of assessment data by outlining strengths and weaknesses of student performance. This facilitates students' self-reflection and refinement of goals for continuous improvement, and teachers' formulation of appropriate follow-up measures.

3.3.3 The school promotes Language across the Curriculum (LaC) through effective collaboration between the English Language panel and various subject panels. Targeted vocabulary items and sentence patterns are suitably identified in the relevant topics of different subjects and curriculum mapping is conducted to enable students to master the subject-specific language expressions and vocabulary before learning the related content of the subjects.

For example, in preparation for essay writing on World War I in History, English teachers provide structured framework with relevant language patterns, such as the use of connectives, which effectively enhances students' abilities in explaining the causes and effects of historical events and developments systematically. Cross-curricular activities, such as inter-class debate competitions, further provide meaningful contexts for students to connect historical knowledge with the application of debating and presentation skills. The school also places strong emphasis on building students' confidence in expressing themselves in English under the Dramatic English programme for S1 and S2 students and other opportunities, including inter-class drama performances, morning assemblies and campus TV, contributing to an English-rich environment.

3.3.4 The school makes commendable efforts to promote students' reading habits through a range of activities and close collaboration between the library and subject panels. Fun-filled reading-related co-curricular activities are organised to spark students' joy in reading, such as Molecular Gastronomy workshops and drama shows on The Analects of Confucius, in which students read relevant materials and take part in interactive experiences closely connected to the texts. Reading booklets of Chinese and English are thoughtfully designed to expand reading scope with texts of different topics, with a few reflective tasks incorporating the 4F reflective model to help students review their learning outcomes. These measures are conducive to fostering students' reading interest. As observed in the reading session, students in general read attentively and are willing to share their reflections on the reading materials.

3.4 Progressive promotion of digital education and STEAM education address the latest educational development, yet connection of STEAM learning activities to real-life context should be reinforced

3.4.1 The school is progressively promoting digital education, with some subject panels exploring the integration of artificial intelligence (AI) into learning and teaching to enhance students' learning capabilities. For example, AI chatbots are strategically integrated into different lessons to facilitate interactive learning, enabling students to obtain instant responses that raise learning motivation. AI is also used as a tool in some subjects to provide immediate feedback, supporting students' self-improvement. The school makes reference to the "Information Literacy (IL) for Hong Kong Students" Learning Framework (2024) and integrates elements of IL into selected learning tasks, seminars and library activities to nurture students' relevant abilities and attitudes to use information effectively and ethically.

3.4.2 In promoting STEAM education, students with an interest and aptitude in STEAM education are appropriately identified and groomed for participation in various external competitions, unleashing their potential.

Project learning tasks are rightly designed at the JS level, which enable students to apply cross-disciplinary knowledge and skills. For instance, the “Tug-of-War” robotic competition task integrates simple mechanical knowledge, basic programming concepts and electrical principles, allowing students to consolidate and apply their learning across subjects. The design cycle is suitably incorporated, providing students with opportunities to test, refine and enhance their robot car, thereby nurturing their problem-solving skills and creativity. Nevertheless, current JS STEAM learning activities have yet to be connected to real-life contexts, limiting students’ ability to solve authentic problems. Greater emphasis could be placed on providing meaningful, context-rich tasks within the projects to strengthen students’ capacity to address practical challenges.

3.5 Lessons are well designed to foster students’ ownership of learning. A wider range of questions should be adopted to stretch students’ potential.

3.5.1 In response to the MC on SDL, pre-lesson tasks, including information searches, article reading and video viewing, are commonly assigned to equip students with basic concepts and skills and facilitate their purposeful engagement in subsequent learning activities in class. In some lessons, students are provided with opportunities to showcase their learning outcomes through sharing and presentations, which enhances their confidence and fosters their ownership of learning. Some teachers also promote note-taking and engage students in self- and peer assessment with clear rubrics, thereby strengthening their SDL capabilities. “Think, pair, share” (TPS) and 3Ps (preparation, participation and performance) are deliberately embedded in the lessons to increase lesson engagement and support active learning. Teachers generally arrange pair or group activities, such as role play, jigsaw reading and TPS, which effectively enhance students to have active participation, collaboration and exchange of ideas in the lessons. They participate actively in the learning process, which not only enhances peer interaction and their communication and collaboration skills, but also caters for diverse abilities. In highly effective lessons, group activities are thoughtfully designed to enable students to connect knowledge with daily life experiences. In these lessons, students actively engage in discussions and peer assessment, demonstrating good application of knowledge and critical thinking. Diverse modes, including videos, audio recordings and infographics, are creatively used by students to showcase their learning, which fosters peer learning. The learning atmosphere is vibrant, with students showing strong engagement with both teachers and peers.

3.5.2 Questioning is usually adopted to check students’ progress of learning and enhance classroom interaction but often lack variety and depth. A wider range of questions should be adopted to foster higher-order thinking skills. Feedback such as praise and encouragement are given to acknowledge

students' effort. However, the feedback is often brief, without capitalising on students' mistakes to guide them for self-correction. More concrete feedback should be provided to help students reflect on how they can further improve their learning.

3.6 The school nurtures proper values and attitudes through activities within and beyond the classroom. Multifarious learning experiences are aptly offered to cultivate students' national identity.

3.6.1 The school appropriately integrates the twelve priority values and attitudes into its curriculum, with "Perseverance" and "Responsibility" set as the major focuses this year. Relevant learning elements are suitably incorporated within and beyond the classroom to promote students' whole-person development. Subject panels aptly embed the targeted priority values in the learning tasks to enable students to reflect about the values taught. A range of activities, including morning assemblies, reading reflections and Moral Education Week, is organised to deepen students' understanding of these values. An award scheme at S1 encourages students to reflect on their daily practice of proper values, while the sharing of exemplary performance in the school magazine promotes peer learning and harmonious school ethos. The school fosters leadership through service learning. Students of different abilities and dispositions are entrusted with various leading roles. Through ample opportunities to serve their peers within the school community, students develop proper values and attitudes, including empathy, responsibility and unity.

3.6.2 The school strives hard to promote national education (NE), including national security education (NSE), within and beyond the classroom to strengthen students' sense of national identity. The school appropriately integrates national education, including national security education, into different subject curricula. For instance, the S3 Visual Arts curriculum "A Modern Dunhuang" enables students to explore the historical and cultural significance of Dunhuang art, strengthening their awareness of preserving Chinese culture. Beyond the classroom, local visits, Mainland study tours and other related activities are conducted for students to enrich their learning experiences. Through museum visits, themed book exhibitions with reflective activities and booth games, students have effectively enhanced their knowledge of Chinese culture, the latest development of our country, and the Constitution and the Basic Law. Sharing on Mainland study tours and book recommendations suitably broaden students' understanding of our country's history, culture, and recent development from different perspectives. National flag-raising ceremonies and "Speeches under the National Flag" raise students' sense of national identity. Each class takes turns to participate in the daily flag-raising process, enabling students to actively engage in the activity, fostering a sense of national identity and belonging. As observed,

during the national flag raising ceremony, students display a respectful and solemn demeanor, while the flag-raising team is well-trained and exhibits proper etiquette. In collaboration with various subject panels, committees and the library, “Chinese Culture Week” provides enjoyable learning experiences that enable students to appreciate Chinese cultural traditions and festive values. Students have a more in-depth understanding of the cultural significance and customs of tangyuan through fun-filled subject-based booth activities.

3.7 Diversified strategies are employed in LPE. There should be more comprehensive planning and better coordination of student activities and academic programmes to support students’ holistic development.

3.7.1 In alignment with the MC on fostering a growth mindset, the school places emphasis on enhancing students’ goal setting, reflective thinking and continuous improvement with proper values, which are essential elements of LPE. A range of strategies, both within and beyond the classroom, are effectively deployed to promote LPE systematically. To address students’ developmental needs at different stages, the school develops structured learning booklets outlining vertical progression in LPE. The content encompasses self-understanding, time management, values education, and social responsibility. Through class teacher periods, students engage in group discussions and personal reflection to explore life goals and multiple pathways, which enables them to make informed and responsible decisions regarding further studies, career aspirations, and personal growth, while enhancing their self-management and planning capabilities. LPE elements are also meaningfully integrated across the curricula of different KLAs. These learning experiences effectively engage students’ application and integration of cross-disciplinary knowledge and skills, and strengthen real-life connections. In addition, the school organises career exploration activities and leverages external resources through collaboration with stakeholders, including parents, alumni and external partners, to conduct regular cross-sector career sharing sessions. These enrich students’ understanding of multiple pathways and the associated VASK requirements, enabling them to set clear goals and conduct pathway planning with proper values.

3.7.2 In addressing the MC of empowering students to embrace challenges and develop belief in themselves, the school has progressively enhanced mental health support through diversified positive education initiatives, fostering a caring and supportive school environment. For instance, under the “Wellness School Carnival”, student representatives from the Peer Wellness Fraternity and students with special education needs (SEN) co-organise booth activities that promote relaxation, resilience and a growth mindset. Students and teachers participate actively in a harmonious and inclusive atmosphere, while reflective activities help students consolidate insights and skills acquired for

continuous improvement. At present, the school has room for improvement in coordinating different student activities. For example, the academic enhancement classes clash with other student activities occasionally, which makes it difficult for students to attend both. The school should review the existing arrangement with more comprehensive planning and coordination to better support students' holistic development alongside academic learning.

3.8 Students are well-mannered with a strong sense of belonging to the school, actively participating in school activities with good academic performance.

3.8.1 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 performed as expected in general.

3.8.2 Students enthusiastically participate in a range of territory-wide and inter-school activities and competitions. They perform well and have obtained a number of individual and group awards in various areas such as debate, STEAM, arts and music, and different sports. Students' performance in inter-school sports competitions is outstanding, in particular athletics and swimming.

3.8.3 Students are well-disciplined, modest and courteous. Teachers and students maintain harmonious relationships, fostering a caring and inclusive school ethos. Students participate actively in a wide range of school activities, demonstrating a strong sense of belonging to the school. Student leaders discharge their duties conscientiously and show strong commitment to serving their peers with evident organisational, leadership and collaboration skills.

4. Conclusion and Way Forward

The development focuses of the school are student-centred, well addressing students' needs and educational initiatives. Diverse strategies are aptly adopted to strengthen students' ownership of learning and develop higher-order thinking skills. The school effectively strengthened students' self-learning abilities by fostering habits of lesson preparation and developing note-taking skills in the previous SDC. In recent years, the school has strived to enhance students' SDL capabilities by promoting self-regulation with the use of reflective tasks, structured reflection tools such as the 4F reflective model to enhance reflection and improvement. Lessons are well designed to foster students' ownership of learning. Strategies such as "think-pair-share" and 3Ps are embedded in the lessons to facilitate active learning. Students are offered a variety of diversified learning experiences. For example, the school-based Dramatic English programme builds students' confidence in using English to communicate, and LaC fosters students to establish meaningful links between language features and concepts acquired across different KLAs. The systematic LPE allows meaningful application of cross-disciplinary knowledge and skills, and enhances students' whole-person development. The school has made a good start with the "Wellness School Carnival", featuring student-led booth activities that promote growth mindset and encourage active participation from both students and teachers in an inclusive atmosphere. Multifarious learning activities are suitably offered to nurture students' sense of national identity. With valuable support from the alumni, parents and professional experts of tertiary institutions, the school nurtures a supportive learning environment. Students are well-disciplined, modest and courteous, with active participation in school activities and exhibit a strong sense of belonging to the school.

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

- 4.1 The evaluation relies heavily on quantitative data, in particular, when reviewing the effectiveness of promoting well-being. The school should make greater use of qualitative evidence and strengthen the integration and triangulation of qualitative and quantitative data. This will enable the school to evaluate work effectiveness more comprehensively, thereby better informing future planning.