

External School Review Report

Queen Elizabeth School

School Address: 152 Sai Yee Street, Mongkok, Kowloon

Review Period: 24 to 25, 27 November, 1 and 4 December 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 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 November and December 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 36 lessons taught by 36 teachers;
 - Observation of various school activities, such as the national flag raising ceremony, weekly assemblies, "One Class, One Activity"; 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 government school aims to provide an all-round education through a well-balanced curriculum and a positive learning environment. It offers students opportunities to realise their potential to the full and develop a sense of self-discipline, civic responsibility, concern and respect for others, as well as commitment to the common good in their service to home, country and humanity.
- 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	137	143	130	125	122	117	774

- 2.3 The Principal and one of the three Assistant Principals have taken up their posts in the school since the 2024/25 school year. Another Assistant Principal joined the school in the 2019/20 school year, while the remaining Assistant Principal has been serving the school for over 20 years. Around 30% of the teachers have served in the school for more than 10 years. Nearly 20% have served for less than five years.

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

- 2.4 The previous ESR report (2011) made the following recommendations: (1) enhancing expectation of students, enriching teaching strategies and creating opportunities to bring out their potential; and (2) enriching professional development programmes to prepare teachers for change.
- 2.5 The major concerns of the previous school development cycle (2021/22 to 2023/24 school years) are: (1) to strengthen students' self-directed learning capacity and teachers' professional development; and (2) to nurture students to be responsible leaders with positive values, healthy lifestyle and global perspective.
- 2.6 The major concerns of the current school development cycle (2024/25 to 2026/27 school years) are: (1) to nurture students to be self-directed leaders with confidence in learning and global perspectives; and (2) to cultivate students' healthy lifestyle, positive values and ethical use of technology.

3. External School Review Findings

3.1 The school has demonstrated steady progress in SSE to drive continuous improvement; subject panels could make better use of subject-level data to enhance evaluation effectiveness.

3.1.1 The school has made steady progress in its SSE in recent years. School-level SSE data is effectively utilised to inform planning, as demonstrated by how evaluation findings were strategically used to address students' learning needs and mental health concerns related to electronic device usage in the previous development cycle. Relevant subscales of the Assessment Program for Affective and Social Outcomes (APASO) related to the major concerns (MCs), such as "Learning (Self-monitoring)" and "Affect (No Psychosomatic Symptoms)", are suitably selected to gain a deeper understanding of students' learning habits and emotional well-being. The effective use and evidence-based analysis of SSE data facilitates the school in identifying development priorities in the current development cycle.

3.1.2 Tying in with its vision and mission, the school is committed to nurturing lifelong and self-directed learners. Building on its initial success in cultivating basic self-learning skills in the last school development cycle, the school has deliberately advanced to building students' learning confidence and broadening their horizons. More opportunities are provided for their students to apply knowledge and skills in various contexts through structured learning experiences, ranging from classroom presentations to exchange programmes and services in different leadership roles. Subject panels aptly formulate their work plans aligned with the school development focuses with appropriate measures. For instance, e-learning platforms are widely adopted for uploading pre-lesson preparation and extended tasks to cultivate students'

independent learning habits. At present, subject panels primarily rely on the school-level SSE data, including results from Stakeholders Survey and APASO, to gauge the work effectiveness. In order to have a more comprehensive understanding of how well they meet their targets at the subject level, subject panels should make better use of subject-level self-evaluation information and data, such as students' performance in lessons, assignments and assessment data, to triangulate the achievement of the targets so as to enhance the Planning-Implementation-Evaluation cycle.

3.2 School management fosters students' well-being and teachers' professional capacity through strategic initiatives.

3.2.1 The school management demonstrates visionary leadership with a clear direction for future development. It values communication and actively seeks to understand the views and needs of teachers, students and other stakeholders, which helps build consensus among them. To promote students' well-being and academic success, the school management works collaboratively with the teaching team to implement several key initiatives that promote a healthy lifestyle. More varieties in activities have been introduced, such as launching the "One Class, One Activity" programme this year to further strengthen peer relationships through student-planned activities like hiking, playing dodgeball and taking part in board games. Recesses have been extended to 20 minutes each since the last school year. During the inspection, students were observed playing various ball games and interacting eagerly with their peers, creating a lively and harmonious atmosphere. This school year, uniform test timetables have been reviewed and adjusted, allowing students to leave after completing their tests rather than attending subsequent lessons, thereby giving them more time to rest and relieve stress.

3.2.2 To follow up on the recommendations given in the previous ESR report, the school management purposefully encourages teachers to participate in various professional development programmes to keep pace with educational trends. The school also organises appropriate training activities aligned with its development priorities. An SSE team was established to develop teachers' capacity in data analysis, with professional development activities arranged on the use of updated SSE tools. Teachers at all levels earnestly participate in the evaluation, with meetings organised to share SSE information and facilitate in-depth discussion. Such a practice not only enhances teachers' understanding of student needs but also cultivates a stronger sense of ownership and commitment to the school's development priorities. To strengthen the leadership capacity of middle managers, promising teachers are appointed as deputy heads of subject panels or committees, which builds professional capacity of middle managers, supports succession planning, and facilitates the school's sustainable development. Concerted efforts have been made to cater to the growing number of new middle managers in recent years

through targeted training that enhances their planning and monitoring capabilities. For new teachers, a well-established mentorship programme helps them adapt quickly to the school culture and master the skills needed for effective student support.

3.3 The school provides ample opportunities to enrich students' learning experiences, with STEAM education strategically implemented to enable application of cross-disciplinary knowledge and skills.

3.3.1 The school continuously optimises its curriculum planning to align with educational trends and address students' learning needs. A broad and balanced curriculum is implemented, with core learning elements of various Key Learning Areas (KLAs) well covered at the junior secondary (JS) level, providing students with a solid knowledge foundation for senior secondary (SS) studies. To develop ethical and responsible use of technology, information literacy is suitably embedded across subjects with reference to the updated "Information Literacy for Hong Kong Students" Learning Framework. AI-related content has been adeptly incorporated into the school-based Computer Literacy curriculum at the JS level to enhance media and information literacy. At the SS level, the school offers a wide array of elective subjects, Applied Learning courses and other language subjects that cater to students' diverse interests and needs, thereby facilitating varied pathways for their future pursuits. Notably, the school leverages the network of government schools by partnering with the Arts and Technology Education Centre (ATEC) to provide opportunities for students interested in artistic development to study Visual Arts and Music electives, demonstrating its commitment to expanding learning opportunities beyond the campus.

3.3.2 Multifarious learning experiences are offered to students through diversified life-wide learning activities. Students participate in workshops, educational visits and community service initiatives beyond the classroom, where they pursue their interest of learning independently and expand their awareness of authentic issues. Strong cross-curricular collaboration is fostered to help students deepen their learning. For instance, under the theme of tea culture, the Chinese Language Education KLA collaborates with the Science Education (SE) and Technology Education (TE) KLAs to engage students in a cooking competition, a tea tasting event and a Mainland study tour, enabling students to explore Chinese tea from cultural, scientific and economic perspectives. Through experiencing tea culture across multiple disciplines and contexts in a structured manner, students are able to make meaningful connections between different areas of knowledge and develop a more comprehensive understanding of Chinese tea culture.

3.3.3 The school actively promotes STEAM education through a dedicated STEAM Education Team that coordinates interdisciplinary learning activities. The S3 project "A Smart Invention for the Elderly" exemplifies close

collaboration between the SE and TE KLAs, with students designing smart home models after researching challenges facing the elderly. Through testing, improvements and self-reflection in the design cycle, the project cultivates students' creativity, problem-solving and collaboration skills, and also fosters empathy and humanistic care for the target users. This year, the school strategically integrates AI literacy with practical applications, guiding students in the effective use of AI tools while recognising their limitations. Students learn to evaluate AI-generated information critically, utilise these skills to identify elderly needs and develop tangible solutions. The integration enhances students' research capabilities and problem-solving skills through practical applications. By designing prototypes that combine technical elements like coding with user-centred considerations, students are able to apply cross-disciplinary knowledge and skills, demonstrating both technical functionality and empathetic design. To cater for diverse interests, the school purposefully organises thematic scientific events that blend learning with fun, featuring various experiments and interactive experiences like conducting organ dissections, experiencing flight simulation and flying drones, igniting students' enthusiasm for science and technology. The school also arranges science and technology programmes, innovation exchange tours and competitions for students with aptitude to stretch their potential.

3.4 Students' independent learning is strategically developed through differentiated support. Commendable efforts are made to foster students' positive values through reading.

3.4.1 Building on the previous experience in promoting blended learning to enhance learning effectiveness, subject panels in this development cycle focus more on strengthening the use of e-learning as a key strategy for enhancing students' independent learning abilities. Learning management systems are widely adopted for pre-lesson or extended tasks, which can consolidate and stretch student learning. To implement differentiated learning support, the school allocates substantial resources, with remedial and enhancement programmes addressing students' diverse needs. Leveraging strong alumni support, a "High-flyers Programme" is newly launched this year where relatively high-performing students are provided with extended learning opportunities to deepen their understanding of and strengthen their subject knowledge by tackling challenging questions. Furthermore, the school effectively involves alumni as mentors and guest speakers, sharing their learning experiences and insights about their academic journeys. Students with potential are also encouraged to participate in external leadership and gifted programmes, numerous award schemes and competitions to realise their capabilities. School-based after-school remedial classes are suitably arranged for students who require additional support to consolidate their foundation knowledge and skills.

3.4.2 In response to the declining interest in reading among students, the

school makes strenuous efforts to foster a reading culture through a variety of activities. e-Reading platforms and resource corners are appropriately established, enabling students to select materials based on interests and individual needs, thus enhancing their interest. In close collaboration with the school library, subject panels encourage reading and broaden students' reading horizons through designated reading periods and reading schemes. Existing reading programmes have been well consolidated under the "Values Education Reading Award Scheme" this school year, which promotes priority values through reading activities. Teacher-led book sharing sessions highlight embedded values in books, while engaging reading activities such as students' drama performance create an interactive reading atmosphere.

3.5 Students are attentive and actively engaged in learning tasks; however, strategies for stretching the more able students remain limited.

3.5.1 In response to the school's MC of cultivating students' confidence in learning, pair work and group work are appropriately arranged in some lessons, enabling students to share ideas through collaborative discussions and practical tasks. Students display a serious attitude towards learning and are actively engaged in the learning activities. Some of them can speak in English confidently. When opportunities given, most students are able to interact with others in Putonghua naturally and fluently. A few teachers make effective use of mobile devices to share students' learning outcomes, facilitating teacher-student interaction. On the whole, teachers' feedback is timely and positive, fostering a supportive classroom environment that helps students improve.

3.5.2 Pre-lesson tasks are sometimes arranged, but their effectiveness varies as teachers do not always make good use of these tasks to extend their learning. Some lessons are teacher-led with low expectations. A few teachers provide excessive guidance, reducing opportunities for students to participate actively and think independently. While questioning is frequently used to check students' understanding, the questions are often straightforward and lack depth. Most teachers monitor students' progress and provide individual support when necessary; yet strategies for stretching the more able students remain limited. To cater for learner diversity more effectively, teachers should adjust lesson pace, assign differentiated tasks, and incorporate more higher-order thinking questions or extension activities to challenge the more able learners. Teachers should also adopt a wider range of questions by using prompting and probing questions at varying levels of difficulty to foster deeper thinking among students.

3.5.3 In the highly effective lessons, learning activities are systematically structured, with pair work or group work carefully designed. Specific roles are assigned to students to ensure their active participation. Ample opportunities are offered for students to make good use of their pre-lesson preparation and engage in meaningful and in-depth discussions. Peer feedback is effectively used to help students make self-improvement and take

ownership of their learning. Teachers also provide specific feedback that supports students' improvement. Extended tasks are appropriately designed, stretching the potential of the more able students.

3.6 Values education is well implemented; commendable efforts are made to enhance students' sense of national identity.

3.6.1 The school places strong emphasis on values education. Various subject panels and committees collaborate effectively to integrate cognition, affection and action in diverse learning activities. For instance, Courtesy Week is held to help students understand the importance of courtesy and respect for self and others through exhibition, show appreciation to others through radio drama and writing competition, and practise appropriate behaviour through interactive table manner games and morning greeting practices, collectively creating a positive campus atmosphere. A workshop about war refugees enables S5 students to develop empathy by taking on the role of refugee aid workers and considering refugees' needs; students then write essays in Chinese lessons connecting their learning with Confucian values. In addition, S4 and S5 students are arranged to participate in service-learning programmes, providing homework guidance for primary school students at a non-governmental organisation at least once a year. Some students voluntarily offer additional tutoring, demonstrating their serving hearts to the needy.

3.6.2 The school adopts a whole-school approach to promoting national education to cultivate students' national identity. An array of learning experiences is provided, including workshops on traditional crafts and shadow puppetry, a seminar on prospects and opportunities in Chinese modernisation, and a national security speech competition. Purposeful thematic study tours to the Mainland have been organised, covering areas such as tea culture, sports and aviation, during which students visit cultural heritage sites, modern industries and innovative technology enterprises to strengthen their awareness of the country's development and sense of care for the nation. During the "Speech under the Flag" sessions, students have the opportunities to share insights, with examples like green chemistry applications gained from the Mainland study tour and understanding of the cultural spirit embodied in Chinese music, broadening their perspective on both traditional culture and latest developments of our country from different angles. Students' reflections show that these authentic and meaningful experiences help deepen their appreciation of the achievements of our country, and further enhance their sense of belonging to the nation. During the flag-raising ceremony observed, the flag guards fulfilled their duties with pride and marched in unison, while students demonstrated appropriate etiquette and showed interest in the performance of the school's Chinese orchestra.

3.7 Systematic school-based programmes are offered to develop students' leadership and promote career and life planning education.

3.7.1 Reflecting the school's goal of unleashing students' potential and cultivating serving commitment, a comprehensive framework for nurturing leadership qualities is implemented through "five bodies"³ and various co-curricular activities. A standout example is the Camp Warden Association (CWA), a distinctive school tradition with a long history and concerted support from parents and alumni. Students who aspire to become Wardens of the school's campsite are offered a year-long training course, learning campsite management while developing different leadership competencies such as communication skills through organising and promoting CWA activities, and practical skills through maintaining campsite facilities. The training also equips participants with hands-on experience in leading activities and they learn by taking on real responsibilities beyond classroom instruction, which strengthens their decision-making, accountability and resilience. Upon successful completion of the course, trainees become full Wardens with greater responsibilities in organising events like Halloween Camp and Challenge Camp, demonstrating their developed capabilities in leadership and passion for service. This approach fosters a caring school culture and strengthens students' sense of belonging, with participating students expressing appreciation for the Wardens' dedicated efforts.

3.7.2 A well-structured career and life planning education is implemented, taking into account the different needs at different stages of students' development. One of the key areas of focus in the pre-S1 adaptation programme is goal setting and perseverance. A life planning workshop for S1 students strengthens their resilience and develop self-reflection skills, which are essential for navigating challenges in secondary school life. Workshops, along with visits to tertiary institutions, are organised based on students' study and career interests. Group and individual consultations are suitably arranged for S3 and S6 students respectively. Alumni play an important role in the Career Expo organised for the entire school, offering strong support that enhances students' career and life planning. They share their work experiences across various fields, providing valuable insights that help guide students in considering their future paths. Alumni also assist in arranging summer internships and job shadowing opportunities for interested students, allowing students to gain practical skills and a better understanding of different industries. Overall, the robust and comprehensive support from alumni creates an environment where students can explore their interests and make more informed decisions about their futures, ultimately contributing to their personal and professional development.

3.8 Students are courteous and committed; they display a strong sense of belonging and excel in various domains.

3.8.1 Students are well behaved and exhibit strong self-discipline. They

³ The "five bodies" of the school includes the Prefects, Student Union, Big Brothers and Sisters' Scheme, Camp Warden Association, and House Association.

have a positive attitude towards learning and demonstrate dedication to their studies, showing greater confidence in learning. They maintain strong rapport with both peers and teachers, and are open to feedback and advice. Students actively engage in school activities, demonstrating a strong sense of belonging. Student leaders display leadership and enthusiasm and are committed to serving both the school and their fellow students.

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 significant room for improvement.

3.8.3 Students actively participate in a wide range of co-curricular activities in school and some in external competitions across various fields. Their performance in drama, speech, debate, and orienteering competitions is particularly outstanding. Over the past two years, students have won several awards in the secondary Cantonese category of the Hong Kong School Drama Festival. Some students have also won major awards at the Hong Kong Schools Speech Festival, the Hong Kong Secondary School Debating Competition and the Hong Kong Inter-school Orienteering Championships.

4. Conclusion and Way Forward

With the steadfast support of its stakeholders, the school demonstrates its commitment to nurturing self-directed learners and dedication to addressing students' learning needs. Steady progress in the school self-evaluation (SSE) has been made to drive the school's continuous improvement. Systematic planning and implementation of initiatives such as fostering student well-being reflect the management's visionary leadership and strategic planning capabilities. A broad and balanced school curriculum is provided, creating ample opportunities to enrich students' learning experiences through cross-disciplinary collaboration, promoting their application of knowledge and skills in structured and meaningful contexts. Values education is well implemented, with commendable efforts made to enhance students' sense of national identity. Comprehensive leadership training programmes effectively develop students' potential, while well-structured career and life planning education helps them make informed decisions about their futures. Students are attentive and actively engaged in learning activities. They are courteous and self-disciplined, with a strong sense of belonging to the school community.

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

- 4.1 The effectiveness of evaluation work at the subject-level should be enhanced. At present, subject panels primarily rely on the school-level SSE data to gauge their work effectiveness. In order to have a more comprehensive understanding of how well they meet their targets, subject panels should make better use of subject-level self-evaluation information and data, such as students' performance in lessons, assignments and assessment data, to triangulate the achievement of the targets so as to enhance the Planning-Implementation-Evaluation cycle.
- 4.2 There is room for improvement in catering for learner diversity in the classroom. The strategies for stretching the more able students should be further strengthened. Teachers should adjust lesson pace, assign differentiated tasks, and incorporate more higher-order thinking questions or extension activities to challenge the more able learners.

School Response

The school response on the draft ESR report was received on 23 April 2026. The original text of the school response is incorporated as follows.

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21 April 2026

Dear Mr. Wong,

On behalf of the school management and staff, I would like to express our sincere appreciation for the comprehensive and professional External School Review (ESR) conducted at our school. Your insights provide a valuable roadmap as we strive for continuous improvement.

Celebrating Our Strengths

We are heartened by the recognition of our visionary leadership and the steady progress made in School Self-Evaluation (SSE). It is rewarding to note that our strategic use of data to address student mental health and learning habits was found effective. Furthermore, we are proud of the following areas highlighted in the report:

- **Holistic Student Well-being:** Our initiatives, such as the 'One Class, One Activity' program and extended recesses, have successfully fostered a lively and harmonious campus atmosphere conducive to student growth.
- **Innovation in Curriculum:** The strategic implementation of STEAM education and the adept integration of AI literacy ensure our students are future-ready.
- **Values and National Identity:** Our whole-school approach to national education and authentic experiences, like Mainland study tours, have significantly enhanced our students' sense of national belonging.
- **Leadership and Service:** The Camp Warden Association remains a cornerstone of our school tradition, effectively developing student leadership, resilience, accountability, and a passion for service.
- **Strong Community Ties:** We are grateful for the robust support from our alumni, whose mentorship and career education greatly enrich our students' life planning.

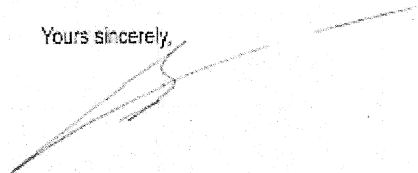
Commitment to Continuous Improvement

The school management fully accepts the recommendations provided. We are already beginning to formulate action plans to address the following:

1. **Enhancing Subject-Level Evaluation:** We recognize the need for subject panels to move beyond school-level data. We will ensure panels utilize subject-specific evidence, such as performance in assignments, to better triangulate student progress against set targets.
2. **Stretching More Able Students:** To better cater to learner diversity, we will prioritize professional development focusing on stretching higher-ability learners. This includes implementing differentiated tasks and adopting a wider range of probing questions in daily classroom teaching.

Thank you once again for your dedication to the betterment of our school. We remain committed to nurturing self-directed leaders with positive values and a global perspective. We look forward to building upon these findings to ensure we provide a premier learning environment for all our students.

Yours sincerely,



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Chairperson of School Management Committee
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