

External School Review Report Concluding Chapter

Buddhist Wong Wan Tin College

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**(The English translation is for reference only.
The Chinese original of the concluding chapter shall prevail.)**

Notes on the Concluding Chapter of the External School Review Report

1. All along, the EDB has been conducting External School Reviews (ESR) in a school-specific and focused manner, with a view to validating the effectiveness of school self-evaluation and giving schools suggestions for improvement. The ESR reports reflect the school performance during inspection. Upon receiving the ESR reports, schools should follow up on the suggestions provided by the ESR teams, unceasingly refine their work to increase effectiveness, and promote continuous development through self-improvement.
2. As always, schools are required to issue the contents of the ESR report to key stakeholders; at the same time, to enhance transparency, schools are encouraged to upload the full ESR report to the school website.
3. With the launch of the enhanced School Development and Accountability framework in November 2022, the EDB would upload the concluding chapter of the ESR reports to its website for public access starting from the 2023/24 school year to further enhance schools' transparency and accountability. By scrutinising the concluding chapter of different ESR reports, the public can have a preliminary grasp of the overall quality of education in Hong Kong, including its advantages and strengths, and areas for improvement.
4. The concluding chapter of the ESR reports refers to “Chapter 4 — Conclusion and Way Forward”. The judgments and suggestions in it are in line with the contents of the full reports, including the school context, overall effectiveness of school work and areas for improvement. Depending on the context and development needs of different schools, the length of the concluding chapter and the number of suggestions given vary slightly, and it is not advisable to make any comparison.

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The school has earnestly addressed the recommendations from the last External School Review and Focus Inspections, continually improving various aspects of learning and teaching, demonstrating a spirit of self-improvement. The school effectively promotes different professional development activities to enhance teachers' professional capacity. The school has launched a "Parent Classroom" webpage, where teaching staff members produce educational videos tailored to meet the needs of parents and students, allowing for more flexible learning opportunities. Parent-child meditation classes are organised to foster home-school co-operation in nurturing students' mental well-being. The school integrates Buddhist education with values education, placing great emphasis on cultivating students' good character. Through classroom learning, experiential activities and service learning, students are encouraged to develop compassion and benevolence, contributing to the community. Over the years, the school has actively developed its curriculum to enrich students' learning experiences through cross-curricular learning activities and soliciting external resources. Students have the opportunity to participate in various life planning education activities, enabling them to make informed choices about further studies and careers. The school employs diverse strategies to promote reading, striving to cultivate students' reading habits and broaden their reading horizons. By adopting a whole-school approach, the school fosters students' national identity through a range of enriching activities. Students are courteous and receptive, attentive in class, willing to communicate with others, and enthusiastic about participating in activities and competitions both in and outside the school.

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

- The school is actively promoting reforms, including the development of school-based curricula, the implementation of "allocation of time to subjects" initiative at the junior secondary level, and adjustments to the allocation of teaching periods. However, during this process, the school management has yet to establish mutual trust and consensus with some teachers, deepening conflicts among teachers and developing a negative atmosphere that undermines work effectiveness. The school management has to rebuild team spirit as soon as possible. Teachers at different levels also have to make a great effort to negotiate in order to reach the largest consensus through sufficient and effective two-way communication. This will help facilitate effective student learning and foster the steady development of the school.

- The effectiveness of the school's self-evaluation has not been fully realised. The targets of the major concerns in this cycle are too broad, and the implementation strategies are not yet clear. The evaluation process primarily relies on quantitative data and reports on the implementation of work. The school has to focus on student performance to set expected outcomes and guide teachers to jointly formulate specific implementation strategies. Additionally, the school needs to systematically collect both qualitative and quantitative self-evaluation data to analyse student performance against the targets, thereby further enhancing the effectiveness of self-evaluation.
- The junior secondary curriculum of the school is not well-balanced, and the overall planning of STEAM education needs improvement. The school has to ensure adequate coverage of the core learning elements of the Technology Education Key Learning Area at the junior secondary level, while avoiding the early teaching of some senior secondary learning content, to ensure students build a more solid knowledge foundation. Additionally, the school has to strengthen curriculum leadership and planning for STEAM education, optimising the design of related learning activities to effectively develop students' abilities to integrate and apply interdisciplinary knowledge and skills, thereby fostering their scientific and innovative thinking.