

External School Review Report Concluding Chapter

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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.

Concluding Chapter

The school has actively followed up on the recommendations in the last ESR, showing varying degrees of improvement in areas such as enhancing middle managers' leadership capabilities, refining self-evaluation, and optimising classroom teaching. The school sets development directions in line with students' needs and effectively utilises both internal and external resources to foster student learning. For instance, in respect of STEAM education, the school assists students in patenting their inventions, significantly boosting their confidence and sense of achievement. The school management has a good understanding of the school context and collaborates with teachers to drive the school's development. It welcomes teachers' views to enrich students' learning experiences. The "Diversified Learning Period" at the junior secondary level covers a wide range of areas, including physical and aesthetic activities, innovation and technology, and career-oriented learning, helping students develop various interests and potential and lay a foundation for their life planning. Teachers make good use of information technology in their teaching and recognise students' achievements in a timely manner, effectively fostering a positive learning atmosphere. The school promotes values education tailored to students' development needs and adopts a whole-school approach in promoting national education. It also maintains close ties with sister schools on the Mainland and organises meaningful exchanges to strengthen student friendship. Additionally, the school has strived to promote an inclusive culture on campus. Through "Multi-cultural Day", students experience ethnic dances and festival crafts making, which cultivates their respect for different countries and cultures. In recent years, the school has placed a strong emphasis on promoting STEAM education and popularising the learning of innovation and technology. Students are actively engaged in STEAM activities, demonstrating creativity and problem solving skills, with many winning awards in related competitions. Students are attentive in class, modest and polite. Student helpers are responsible while student leaders show leadership potential.

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

- The effectiveness of school self-evaluation needs enhancement. When reviewing the effectiveness of its major concerns, the school should make integrative use of quantitative data from school-based questionnaires and evaluation information from subject panels to consolidate students' performance in various activities. This approach will provide a holistic understanding of the impact of key tasks on improving students' learning motivation and developing their potential, thereby

enhancing the effectiveness of self-evaluation. When planning values education, the school should set expected learning outcomes for the target values and attitudes, including students' attitudes and behaviours, so as to evaluate the work effectiveness against students' performance.

- The junior secondary curriculum planning is unsatisfactory. The essential learning elements are not fully covered in individual Key Learning Areas. The school has to comprehensively review and promptly refine the junior secondary curriculum planning based on the respective curriculum guidelines. This includes supplementing learning content for students at relevant levels according to actual circumstances. In terms of classroom learning and teaching, teachers should provide specific feedback to guide students in identifying areas for improvement.