

External School Review Report Concluding Chapter

Ko Lui Secondary School

School Address: 9 Wo Hong Path, Kwun Tong, Kowloon

**(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's decision-making process is transparent, with a strong emphasis on teacher participation, thereby facilitating collaboration and consensus building among subject panels and committees. The school has formulated the major concerns for the current school development cycle based on students' needs, and devised strategies in alignment with the targets. The self-evaluation work has shown improvement compared to the previous school development cycle. The school is committed to catering for students' diverse learning and development needs, striving to enrich their learning experiences in and outside the classroom. Through various life-wide learning activities such as "Talent Classes" and "Ko Lui Café," students are provided with opportunities to showcase their talents. The school properly plans student support initiatives, promoting classroom management to build students' self-confidence. It nurtures students' positive character and behaviour in and outside the classroom, actively fostering their proper values and attitudes. Special attention is also given to supporting students with special educational needs. The school systematically promotes life planning education, collaborating with external organisations to arrange activities such as company visits, internships, and business simulations for students to explore diverse career pathways. The school has effectively followed up on the recommendations from the last External School Review, enhancing teachers' questioning skills and optimising classroom feedback strategies to improve teaching effectiveness. Students are modest, courteous, respectful towards their teachers and caring for their peers. In a caring and harmonious campus atmosphere, they enjoy school life and have 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.

- The school has not fully focused on the targets in conducting self-evaluation. The school has to make an integrative use of qualitative and quantitative self-evaluation information and data, and conduct a holistic review of work effectiveness with a focus on students' learning and behavioural performance so as to enhance the efficacy of evaluation.
- The Personal, Social and Humanities Education Key Learning Area at the junior secondary level has not yet fully covered all the core elements. The school should promptly refine curriculum planning at the junior secondary level with reference to the curriculum guides prepared by the Curriculum Development Council, in order to help students build a solid knowledge foundation.