

External School Review Report Concluding Chapter

Kowloon Tong School (Secondary Section)

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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 attaches great importance to facilitating its development through school self-evaluation (SSE). It actively refines its SSE mechanism, strengthens teacher consensus, and focuses on student performance in evaluation. The effectiveness of SSE is good, with appropriate use of SSE data and the seven learning goals as focuses to analyse student performance and needs. The school formulates its major concerns based on student needs, and enhances its priority tasks accordingly. The management effectively monitors and supports subject panels and committees, takes a leading role in their collaboration and makes good use of different resources to implement various plans. The school provides students with diversified learning experiences. In the current cycle, it has optimised cross-disciplinary project learning and STEAM education activities to enhance their generic skills. It also plans various activities in and outside the classroom to enhance students' language abilities for communication. The school has successfully created a supportive environment for promoting values education, encouraging students to actualise in positive behaviour. It also promotes national education by providing students with experiential learning opportunities, such as appreciating traditional Chinese arts, participating in Mainland exchange tours, and wearing traditional Chinese costumes. The school is committed to enhancing classroom learning and teaching effectiveness, making good use of the school-based lesson observation mechanism to establish self-directed learning routines, and effectively implementing the framework of pre-lesson preparation and in-class follow-up. The school pays attention to students' physical and mental well-being, appropriately arranges physical and aesthetic activities, and activities of other aspects during recess and lunch breaks. The school also introduces mindfulness practice to cultivate students' positive emotions, and aptly devises life planning courses in line with students' developmental stages. To address the diverse learning needs of its students, the school has established emotion management classes and after-school study groups for those with special educational needs. It also provides school-based training for junior secondary students with potential and offers after-school homework guidance for Secondary One students. Students maintain a good rapport with teachers and get along well with their peers, actively engaging in campus life. Student leaders and helpers perform their duties effectively and show commitment to service. Students are eager to participate in different activities and competitions, achieving outstanding results in inter-school sports and large-scale dance competitions by winning various group awards.

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

- Currently, the success criteria set for the targets of the major concerns rarely consider students' expected learning outcomes. The school needs to clearly define the expected learning outcomes for students, such as their expected performance in applying generic skills. By doing so, evaluations can focus more specifically on students' strengths or weaknesses, thereby further enhancing the effectiveness of SSE.
- To build on the current achievements in classroom learning and teaching, the school should devise appropriate professional development plans that focus on improving teachers' questioning techniques and effectiveness in catering for learner diversity. The emphasis should be on strengthening teachers' skills in using probing or rephrased questions to deepen students' thinking, and employing diversified strategies, including optimising group activity design to enhance the effectiveness of classroom learning and teaching continuously.