

External School Review Report Concluding Chapter

PAOC Ka Chi Secondary School

School Address: 273 Wu Chui Road, Tuen Mun, New Territories

**(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 prioritises students' physical, mental, and spiritual well-being as its development focus, and provides opportunities for students with diverse talents to showcase their abilities. It is dedicated to recognising and celebrating students' achievements, fostering a positive and uplifting atmosphere on campus. In recent years, the school has introduced a wider range of activities that incorporate elements of physical exercise and emotional management. It is devoted to creating a learning environment that support students' growth and holistic development. The school's development directions are based on students' needs, with subject panels and functional committees working collaboratively to implement key tasks. The school has strengthened the promotion of Reading across the Curriculum and cross-disciplinary learning among multiple subject panels and functional committees. They collaborate to enrich students' learning experiences and enhance their interest in reading. Great emphasis is put on promoting teachers' professional development by establishing learning circles and organising collaborative lesson planning sessions, creating a platform for professional dialogue and exchange to enhance teaching effectiveness. The school attaches great importance to values education, nurturing students' proper values and attitudes, including national identity, both within and beyond the classroom. Students demonstrate sincerity and openness, willing to communicate and share with others. They foster a spirit of friendship and inclusiveness, and actively participate in physical activities.

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

- The overall effectiveness of school self-evaluation (SSE) needs to be further enhanced. When planning major concerns, the school management should set clear goals, specific implementation strategies and success criteria that closely align with student performance. The evaluation should focus on students' expected learning outcomes. With a clear picture on the impact of related tasks on students' learning and development, the SSE cycle can be leveraged to promote the school's continuous development.
- The school management should strengthen its leading, co-ordinating and monitoring roles. This includes refining curriculum planning at both junior and senior secondary levels to help students build a solid knowledge foundation and ensure a smooth transition to various pathways for further studies and careers. It should also plan support work for student development, such as values education and healthy lifestyles, by adopting the approaches of "learning within and beyond the classroom" and "mutual co-ordination". In addition, the school management

has to further guide teachers in enhancing the effectiveness of classroom learning and teaching, helping students develop self-learning habits and skills.