

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 clear development directions, and the teaching team works collaboratively. In recent years, the school has made significant progress in enriching students' learning experiences and fostering their social relationships. The school curriculum aligns with the latest educational trends, offering cross-disciplinary and life-wide learning activities in and outside the classroom. These initiatives continuously develop students' generic skills and cultivate their proper values and attitudes. Students are attentive in class, well-disciplined, and eager to participate in learning activities, contributing to a positive learning atmosphere. In addition to organising aesthetic and physical activities based on students' interests, the school identifies students' diverse talents through a school-based talent pool and provides appropriate training to support their potential development. Students actively participate in internal and external activities and competitions, showing better performance in visual arts. The school actively provides opportunities for students' experiential learning, leveraging community resources to offer a variety of service learning activities. It also promotes students' physical and mental well-being through diversified strategies. Students enjoy campus life, respect their teachers, care for their peers, and have a strong sense of belonging to the school, all of which contribute to a caring and harmonious campus atmosphere. Student leaders are committed to their roles and actively assist the school in organising various activities, demonstrating good organisational skills.

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

- The achievements of the school's priority tasks have not significantly advanced in this development cycle. To improve, the school has to enhance the effectiveness of its self-evaluation and encourage broader participation from various stakeholders. Together, they should establish more specific targets and expected learning outcomes. The school also has to make an integrative use of self-evaluation information and data to assess work effectiveness, and adjust the implementation plans based on the review results to deepen the work outcomes.
- There is room for improvement in the school's curriculum leadership. The school needs to strategically plan professional development for teachers, with a focus on training middle managers and promoting priority tasks to continuously enhance the teaching team's professional capacity and drive the school for ongoing development. In addition, the school has to review the overall medium of instruction policy and refine the curriculum planning at the junior secondary level. It should also continuously optimise classroom learning and teaching to better

address the needs of the more able students.