

External School Review Report Concluding Chapter

**The Church of Christ in China
Kei To Secondary School**

School Address: 28 Sung On Street, To Kwa Wan, 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.

Concluding Chapter

The school formulates its development directions in accordance with students' needs, actively utilising self-evaluation data to review work effectiveness, with continuous improvement in school self-evaluation. The school management effectively leads the team to implement the school's priority tasks, including enhancing students' active engagement in learning, optimising the lesson design of values education, and fostering students' healthy lifestyles. The school curriculum provides students with diversified learning experiences, strengthening their interest and confidence in learning. In recent years, the school has expedited the promotion of STEAM education by introducing learning elements, such as artificial intelligence, coding and mathematical modelling, and conducting curriculum mapping for the STEAM-related subjects, enabling students to integrate and apply knowledge and skills across disciplines. Teachers make good use of pre-lesson preparation tasks to enhance learning and teaching effectiveness during lessons, and employ e-learning to arouse students' learning interest. Values education in the school is well-planned. Through learning activities in and outside the classroom, students are guided to understand and practise the priority values and attitudes. To help students develop a healthy lifestyle, the school organises diversified learning activities with sharp focuses on enhancing their emotional well-being and promoting physical and aesthetic activities. Students have a sense of belonging to the school and display a serious attitude towards learning.

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

- There is room for improvement in the school's learning and teaching. At present, the Personal, Social and Humanities Education Key Learning Area has not fully covered the essential learning elements at the junior secondary level. The school should refer to the curriculum guide issued by the Curriculum Development Council and promptly review and plan the related curriculum. The school also needs to continue to refine learning and teaching strategies to cater for learner diversity, including enhancing teachers' questioning and feedback techniques, and improving the design of group activities to enhance effectiveness. Meanwhile, the school should encourage teachers to make good use of professional exchange platforms such as collaborative lesson planning to explore related effective strategies.