

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 effectively brings together the efforts of teachers, parents and alumni to collectively support student growth. In recent years, the new school management has focused on driving reforms, bringing positive impacts on school development and student learning through three major directions: restructuring the administrative framework, enhancing teacher professional development, and optimising campus facilities and the environment. The school has seriously followed up on the recommendations from the previous External School Review (ESR) report. It strives hard to improve its self-evaluation work and puts greater emphasis on analysing and applying self-evaluation data and information in the process. Compared to the previous ESR, the formulation of major concerns and objectives has become more specific and focused, with a student-centered approach, showing overall progress in self-evaluation effectiveness. To address student needs and curriculum development trends, the school is keen on promoting cross-disciplinary learning and innovation and technology education. Strenuous efforts have been made to enhance students' reading interests and broaden their reading scope. A reading atmosphere has been gradually established on campus. The school thoughtfully plans and promotes values education, including national education. It actively organises student exchange tours to various provinces and cities on the Mainland and continues to establish sister school partnerships, fostering mutual understanding and friendship between students from both places and nurturing their affection for their country. The school makes every effort to help students adopt a healthy lifestyle. Diverse strategies are devised to support students' physical, mental and spiritual health. The school is dedicated to promoting students' whole-person development through systematically-planned service learning, leadership training and life planning education, broadening their horizons and fostering their proper values and attitudes. With the concerted efforts of stakeholders, students are modest and polite, showing interest in learning and getting along well with peers. They are grateful to and respect their teachers and have a sense of belonging to the school. Students are eager to participate in internal and external activities and competitions. Their performance in dancing and track and field is especially outstanding, evidenced by their winning numerous group and individual awards at the school dance festival and inter-school athletics championships.

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

- The annual evaluation work of the school, and subject panels and committees still needs improvement. In order to enhance the effectiveness of using evaluation findings to inform planning, the school, subject panels and committees need to conduct evaluation against the targets of the major concerns. They should also analyse in a holistic manner the changes and impacts of priority tasks on student learning and growth, such as the effectiveness of cross-disciplinary collaboration in developing students' generic skills and their ability to integrate learning across different subjects.

- The effectiveness of classroom learning and teaching still needs to be enhanced. Teachers need to improve questioning techniques, using prompting or higher-order questions to guide students to refine their answers or think more deeply. They need to set higher learning expectations of their students and design learning activities commensurate with students' abilities in order to extend their learning.