

External School Review Report Concluding Chapter

HHCKLA Buddhist Po Kwong School

School Address: 2, Yan Shing Lane, Fanling, 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.

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The school actively unites the efforts of various stakeholders to create a caring and supportive campus atmosphere, which promotes its ongoing development. The school's development direction is clear and student-centered, aligning with educational trends while responding appropriately to students' needs in learning and values. The school management monitors and oversees the implementation of key initiatives through different levels of meetings, providing suitable support. Subjects and departments echo the school's major concerns to devise appropriate strategies, and implement them in an orderly manner. By leveraging various resources, the school engages in professional development activities such as learning circles and workshops, and conducts "action research", encouraging teachers to reflect through practice and striving to build a learning organisation. The school continuously optimises its school curriculum, emphasising the cultivation of skills applicable to everyday life. In line with the development of digital education, the school organised internal professional training at the beginning of the academic year to familiarise staff with the application of Artificial Intelligence (AI) tools in learning and teaching. Some subjects will conduct action research in the second term on "How to Use AI to Enhance Students' Self-directed Learning and Teachers' Teaching Effectiveness", exploring interdisciplinary approaches to applying AI teaching tools and strategies. The school places great importance on students' physical, mental, and social well-being, providing diverse activities to foster their whole-person development; through cross-professional collaboration and various learning activities, it cultivates students' proper values and attitudes, enriching their learning experiences both in and outside school through experiential approaches. The school also highly values home-school cooperation, with parents demonstrating strong trust in the school. It systematically promotes life planning education to prepare students for future transitions. Students are actively engaged in learning, follow teachers' instructions, interact well with teachers, and enjoy participating in various learning activities. Students are sincere and pure-hearted, and they love campus life.

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

- The effectiveness of learning and teaching in the classroom could be further enhanced. Teachers should make good use of professional exchange platforms to discuss students' learning difficulties, and adjust teaching strategies appropriately to suit students' abilities and learning needs. In particular, as the new curriculum is implemented, the school should ensure that the school-based adapted curriculum aligns with the cognitive development and learning abilities of students at different key stages so as to enhance the effectiveness of learning and teaching.