

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 been developing in a steady and systematic manner, with commendable effectiveness in school self-evaluation. Its development targets are clear, with specific strategies and sound overall planning. The school capitalises on various opportunities and makes good use of both internal and external resources to establish networks, with a strong focus on enhancing teachers' professional capacity to foster the implementation of the major concerns. A positive atmosphere for professional exchange among teachers is evident. The school management demonstrates professional leadership by progressively refining the administrative structure, and effectively monitoring and supporting the implementation of key tasks. It also proactively plans for succession to ensure the sustainability of school development. The school curriculum is well planned, with emphasis placed on the development of students' self-directed learning capabilities. The development priorities at different stages are clearly defined and implemented in a gradual and orderly manner. The school-based framework for self-directed learning has been increasingly manifested in classroom practices. Students have developed the habit of pre-lesson preparation, and their abilities in collaborative and peer learning are gradually strengthened. In general, students have displayed biliterate and trilingual communication skills. Under teachers' guidance, some are able to respond to teachers' questions and participate in discussions fluently in English. The school has a good grasp of students' characteristics and needs, and aligns well with educational trends and the national policy direction on promoting innovative technologies. It strives to nurture students' capabilities in innovation and technology through developing cross-curricular project learning and promoting STEAM education, thereby strengthening their creativity, problem solving skills and humanistic qualities. In recent years, the school has actively introduced artificial intelligence tools to facilitate students' learning and reflection, with priority tasks being implemented in an orderly manner. Reading across the curriculum is also adopted as an important strategy to develop students' self-directed learning. Through diversified reading materials and extended activities, students are able to connect knowledge across subjects and deepen their learning from multiple perspectives. The school upholds the principles of positive education and provides students with diversified experiential learning opportunities, such as service learning and leadership training, which help enhance their sense of self-efficacy. The planning of values education is systematic, covering personal, family and national aspects, and appropriately catering for students' development needs at different stages. The school's career and life planning education has its school-based features. By integrating elements of school-based religious and spiritual education, it helps students understand themselves, broaden their horizons, and set personal career aspirations at an early stage, enabling them to seize future opportunities. Students are well-behaved, modest and receptive to guidance. They are willing to serve others and demonstrate a positive attitude towards learning. They perform particularly well in sports and arts competitions, demonstrating their potential and balanced development. All in all, students are gradually progressing towards the vision of becoming self-directed learners who are "able to learn" and "learn effectively".

Looking ahead, the school needs to make reference to the following suggestions to

facilitate self-improvement and enhance continuous development.

- There is still room for improvement in the effectiveness of classroom learning and teaching. As students have cultivated the habit of pre-lesson preparation, teachers should further promote self-directed learning by providing appropriate guidance and feedback to help students improve learning. Teachers should also make better use of feedback to enhance the effectiveness of peer learning, thereby deepening students' learning.