

External School Review Report Concluding Chapter

**Po Leung Kuk Tong Nai Kan
Junior Secondary College**

School Address: 11 Mei Lai Road Shamshuipo 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 has followed up on the recommendations from the previous External School Review report to enhance the management effectiveness of middle managers, thereby laying a solid foundation for its continuous development. In recent years, the school has shown improved awareness and competence in data use. It has developed school-based cross-curricular learning activities such as MAKER, to cultivate students' abilities to integrate and apply subject knowledge and generic skills. The school actively promotes STEAM education and scientific inquiry learning activities to develop students' scientific thinking, as well as their creativity, problem-solving and collaboration skills. It also provides systematic training, competitions and exchange opportunities for the more able students, helping them explore their potential in STEAM. The school adopts diversified strategies to help students develop reading habits and interests. It also places emphasis on the development needs of students and strives to cultivate proper values and attitudes among them by integrating the three dimensions of "cognition", "affection" and "action" through school-based moral education lessons, class teacher periods and systematic community service learning activities. The school promotes national education through a whole-school approach. Students actively participate in "Speech under the National Flag", and non-Chinese speaking students also actively engage in Chinese cultural activities, demonstrating a spirit of cultural inclusivity. To create a more balanced learning life, the school has implemented "One Student, One Art and One Sport" in recent years, refined the assessment policy, and introduced various measures to help students lead a healthy lifestyle. Students actively participate in internal and external activities and competitions, with numerous awards in areas such as STEAM, sports and arts.

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

- The school has not yet fully leveraged the self-evaluation cycle. It should further refine its planning, implementation and evaluation work. A more strategic approach should be adopted in promoting the major concerns and leading subject panels and committees to formulate focused implementation strategies. Although the school's awareness of data use has been enhanced, it still needs to strengthen its capabilities in data analysis and application. With integrative use of qualitative and quantitative school self-evaluation information and data, the school can gain a stronger grasp of the impact of the major concerns on student learning and whole-person development, thereby effectively informing planning and driving the school forward.
- The school's curriculum planning at the junior secondary level has not fully covered the core learning elements. It needs to review and refine the curriculum to help students build a solid knowledge foundation and ensure a smoother transition to the senior secondary curriculum. At the same time, professional development activities such as collaborative lesson planning, peer lesson observation and lesson

study need to be deepened to enhance the professional capacity of teachers in promoting self-directed learning and classroom learning and teaching strategies.

- The overall effectiveness of classroom learning and teaching still needs to be enhanced. At present, the school adopts English as the medium of instruction in a number of subjects, which is inconsistent with the arrangements of the “School-based Medium of Instruction Plan for Junior Secondary Levels”. In the relevant lessons, some students show a notable lack of competence and confidence in expressing themselves in English, which hinders their learning effectiveness. The school should conduct a comprehensive review of the school-based language policy taking into consideration students’ abilities. Teachers should enhance the effectiveness of classroom teaching and refine pedagogies, including adopting different levels of questioning, improving feedback and follow-up on students’ responses, and enhancing the design of group activities. At the same time, teachers should provide more guidance to help students develop self-directed learning habits and techniques, consolidate classroom routines, and comprehensively enhance students’ learning attitudes and performance.