

External School Review Report Concluding Chapter

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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 development directions of the school are student-centred, well addressing students' learning needs and wellness. In recent years, the school has strived to cultivate students to be active learners with 5C competencies, namely collaboration, communication, critical thinking, creativity and the ability of connecting knowledge with current affairs. With steadfast support from the alumni, parents and partnership with non-governmental organisations, the school nurtures a caring and supportive learning environment for students. A strong collaborative culture is formed among teachers. Students are offered a variety of diversified learning experiences, such as cross-curricular projects, which allow meaningful application of cross-disciplinary knowledge and skills, and foster their whole-person development. Good effort has been devoted to implementing multifaceted values education as well as nurturing students' sense of national identity and their commitment to serving others. A comprehensive plan is well in place to address students' mental health and resilience, complemented by systematic life planning education. Students are well-mannered and polite, and exhibit a strong sense of belonging to the school. They actively participate in various activities and competitions.

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 evaluation of work effectiveness against the targets. To better inform planning for continuous development, the school management should conduct a holistic review of work effectiveness with more integrative use of school self-evaluation data and information.
- Group tasks for high-calibre students remain simple, focusing mainly on eliciting facts and information, while teachers' questions lack variety and depth. Teachers should infuse more challenging components in learning tasks and activities to enhance students' analytical thinking and creativity, and deploy a wider range of questions to promote higher-order thinking.