

External School Review Report Concluding Chapter

**Sir Ellis Kadoorie Secondary School
(West Kowloon)**

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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 school is committed to embracing students' diverse cultural backgrounds and addressing their individual needs, with the overarching aim of nurturing their holistic development. The major concerns in the recent two school development cycles suitably address the student needs and the educational development trends. A harmonious and supportive relationship has been established among the staff with a culture of professional sharing and collaboration generally cultivated. The school maintains good partnerships with key stakeholders and the community, effectively leveraging external resources to support various school priority tasks. A diversified curriculum is suitably designed to cater for students' varied learning needs and interests. Subject panels and committees have proactively organised a variety of cross-curricular activities, local visits and competitions that connect students' learning in and outside the classroom, which fosters more active learning. Students' engagement and learning interests are enhanced and STEAM education is progressively promoted. The school has also made dedicated efforts to nurture and showcase students' talents, support their diverse needs and foster a harmonious atmosphere. The school is also committed to providing meaningful career preparation for all students and concerted efforts have been made to promote a healthy lifestyle among students. Comprehensive national education programmes are offered. Students show interests in Chinese culture and pride in the recent developments of our country. Students are polite, well-mannered and interact harmoniously with others. Student leaders are proactive and dedicated to their roles, displaying confidence and a strong sense of responsibility.

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

- The effectiveness of school self-evaluation (SSE) should be further enhanced. At present, teachers of all levels are consistently engaged in the SSE process. Building on this foundation, the school should set development priorities strategically according to its specific context and students' learning needs, and establish work priorities by stages. The school should also specify students' learning outcomes, with more effective use of SSE data, to facilitate the review of the effectiveness of work and continuous improvement.
- There is room for improvement in curriculum planning at the junior secondary level, and in the effectiveness of classroom learning and teaching. Core elements under the Technology Education and Personal, Social and Humanities Education Key Learning Areas should be further enriched to help students build a solid knowledge foundation. To increase the effectiveness of learning and teaching, teachers should cater for learner diversity through exploring a wider range of strategies and providing more concrete and specific feedback for students.