

External School Review Report Concluding Chapter

**The Church of Christ in China
Rotary Secondary School**

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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.

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The school formulates appropriate major concerns based on students' needs and educational trends. Compared with the previous cycle, the development goals of the current cycle are more clearly focused on students' learning outcomes. In response to the suggestions from the last External School Review report, the school has actively promoted a culture of lesson observation. The school management's decision-making process is transparent, helping to foster consensus among teachers. Amid staff turnover, the school management proactively nurtures second-tier leadership, thereby laying a solid foundation for the school's long-term development. The school is committed to promoting self-directed learning by adopting diverse strategies to develop students' pre-lesson preparation habits. It also enhances teachers' assessment literacy by guiding subject panels to use assessment data to inform learning and teaching. The school progressively promotes STEAM education and artificial intelligence, with emphasis on nurturing students' digital literacy. It adopts a multi-pronged approach to promote reading, gradually fostering a reading culture. The school attaches importance to cultivating students' sense of national identity. Life planning education has become increasingly systematic, helping students better prepare for the future. The school responds appropriately to students' development needs, promoting their physical and mental well-being through diversified activities while nurturing positive values and a caring culture. Students are humble and receptive to learning. They are eager to participate in physical and aesthetic activities, with particularly outstanding performance in sports.

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 is yet to be enhanced. The school should conduct more in-depth analysis of self-evaluation data from various sources to better understand students' learning outcomes and the causes of problems, thereby formulating more targeted improvement measures.
- The effectiveness of classroom learning and teaching is yet to be enhanced. To promote student engagement in lessons, subject panels should enhance teachers' professional collaboration and optimise lesson design and teaching strategies. In classroom practice, teachers' questioning and feedback need improvement. Opportunities for group discussion and collaboration are currently insufficient. Teachers should use questions of different levels more systematically, strengthen their feedback techniques, and enhance the design of group activities by incorporating more collaborative elements, to improve the overall learning and teaching effectiveness.
- The junior secondary curriculum has not yet fully covered all the essential learning elements in the Personal, Social and Humanities Education Key Learning Area. The school should implement the Curriculum Development Council's curriculum

guides, comprehensively review junior secondary curriculum planning, and supplement essential learning elements for students as soon as practicable to help them build a solid foundation for their studies.