

External School Review Report Concluding Chapter

Kwok Tak Seng Catholic Secondary School

School Address: Chun Shek Estate, Shatin, New Territories

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 able to adeptly leverage on self-evaluation to facilitate its continuous development and improvement. The school management promptly responds to changes and clearly delivers the school development focuses to all its staff. Support from parents and alumni and a wide repertoire of external resources are properly tapped to enhance students' learning and growth. Students' development needs are thoroughly deliberated before major concerns are set. Professional development programmes are effectively devised to equip teachers in implementing related strategies and facilitate consensus building towards the targets set. Students are groomed to become reflective learners to take charge of their own learning. Most students have demonstrated self-directed learning skills in class. Outside the classroom, life-wide learning activities are duly promoted, with STEAM and drama activities being the most popular ones through which students are given many opportunities to unleash their talents. Students have won a number of awards in various academic and non-academic competitions outside school. Students are well-mannered, polite and humble. They are diligent and conscientious in their learning. With positive education being continuously promoted, a positive school climate is built and students enjoy their school life.

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

- For classroom learning and teaching, more differentiated strategies should be adopted to cater for learner diversity. Students should be provided with more opportunities to display their learning outcomes. While more encouragement should be given to help the less able students develop self-confidence, more challenging questions with specific feedback should be delivered to engage students in the learning process and facilitate their deep understanding of the topics taught.