

External School Review Report Concluding Chapter

Buddhist Kok Kwong Secondary School

School Address: Sha Kok Estate, Shatin, New Territories

**(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 embodies the spirit of self-improvement, and has conscientiously followed up on the recommendations made in the last ESR. It has strengthened the use of data and promotion of lesson studies, and the effectiveness of self-evaluation is satisfactory. Taking up professional leadership, the school management leads the teachers in building consensus on the implementation strategies under the major concerns, and monitors the work progress and implementation through channels such as lesson observation and lesson studies. Upholding the belief of Buddhist education, the school enhances students' mental well-being through effective implementation of values education, including Buddhist teaching. The school emphasises the close integration of cognition, affection and action in promoting values education, and nurtures students' proper values and attitudes with great care. The development directions align with students' needs. The school effectively utilises external resources, training students to become "ambassadors of emotional wellness" to assist in promoting mental health activities. The school infuses elements of national education into activities with parent engagement, enabling parents to understand the important historical events of our country. A culture of mindfulness is successfully cultivated on campus, which not only improves students' concentration, but also helps them relieve stress and maintain inner peace, bringing positive impact on their learning performance. The school has a solid foundation of support for student development and life planning, providing appropriate assistance for students with different abilities, needs, and interests. In recent years, the school has continuously provided students with opportunities to demonstrate their learning outcomes and diversified learning experiences, helping them build self-confidence. The teaching team displays a strong sense of belonging and cares about students. Students are attentive in class, well-disciplined and receptive to learning. They are respectful towards their teachers and show care for their peers. The campus exudes an atmosphere of benevolence and harmony.

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 school's curriculum planning. The school has to review the junior secondary curriculum to ensure that the essential learning elements are fully covered in relevant Key Learning Areas. This would help students build a solid knowledge foundation and prepare for future learning, promoting their whole-person development. In alignment with the trends of curriculum development, the school has to improve coordination in STEAM education and Innovation and Technology education, and promote collaboration among subject panels to enhance students' learning abilities.

- The school performance in student learning and classroom teaching is satisfactory. Teachers need to continue enhancing classroom learning and teaching strategies to increase student participation and peer interaction, and to boost their confidence in learning. With appropriate follow-up and feedback to students after asking questions, teachers can help students of different abilities construct knowledge more effectively. Teachers also need to enhance collaboration in group activities to take full advantage of peer learning.