

External School Review Report Concluding Chapter

HHCKLA Buddhist Ma Kam Chan Memorial English 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 upholds its motto of “Purifying our thoughts and properly conducting ourselves in speech and behaviour with endowed good nature and self-awareness”. In response to its development pace, it formulates development priorities that are in line with the needs of students and society, focusing on nurturing students to become good citizens and encourages them to lead a healthy lifestyle. The school attaches importance to communication in decision-making and has a high level of transparency in its management, facilitating collaboration and consensus-building among subject panels and committees. The school combines Buddhist education and service learning, actively nurturing students’ proper values and attitudes. It also makes good use of resources to provide students with rich learning experiences both in and outside the classroom, enabling them to broaden their horizons and develop their potential. In recent years, the school has been committed to promoting national education to strengthen students’ national identity. It also works with various stakeholders to improve students’ physical, mental and spiritual well-being, helping them lead a healthy life. In addition, the school invites alumni and parents to support students’ learning and development needs. It also provides appropriate support to students with special educational needs, successfully nurturing a positive and caring culture on campus. Students are well-disciplined, courteous and respectful for teachers, maintaining a harmonious relationship with teachers and peers. They are eager to serve others and keen to participate in learning activities in and outside the school, and they have developed a strong sense of belonging to the school.

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

- The school has to strengthen curriculum co-ordination, and refine curriculum planning at the junior secondary level with reference to the curriculum guides prepared by the Curriculum Development Council to ensure full coverage of essential learning elements in order to help students build a solid knowledge foundation. The school also has to provide all students with appropriate learning experiences in STEAM education to enhance their ability to integrate and apply knowledge and skills across disciplines.
- The school has to step up monitoring of the work plans of subject panels and committees, and provide relevant support and professional development activities to assist them in formulating appropriate success criteria based on students’ expected learning outcomes, making an in-depth analysis of student performance, and conducting evaluation against the targets to enhance the effectiveness of

evaluation.