External School Review Report Concluding Chapter

Po Kok 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.

Concluding Chapter

Upholding the spirit of "Benevolence and Fraternity" to promote the "Five-self" education, the school has nurtured a caring and inclusive school culture. The school management has aspirations for education and are familiar with curriculum development trends. They set clear development directions and continue to make improvement. In recent years, the school has actively promoted self-directed learning (SDL) and has achieved significant results in cultivating students' habit in pre-lesson preparation and enhancing their classroom participation. The school offers different opportunities for students to develop their potential, including a range of leadership training, effectively enhancing their self-confidence. It also leverages internal and external resources and alumni networks to provide students with diversified learning experiences both in and outside the classroom. In addition, the school's close links with tertiary institutes facilitate teachers' professional development. The strong home-school cooperation actively supports students' development needs. Teachers are strict but caring towards their students, resulting in a harmonious teacher-student relationship. Students have developed a sense of belonging to the school. They are courteous and willing to serve, and they excel in sports.

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 leadership and coordination, enhancing teachers' grasp of key curriculum updates, such as Reading across the Curriculum and values education. The school should also promote collaboration between subject panels and committees to facilitate curriculum development and implementation. There is a need to enhance teachers' ability to use self-evaluation data in an integrative manner to evaluate work effectiveness against student performance, enhancing learning and teaching effectiveness.

- Building on the existing foundation of promoting SDL and catering for learner diversity, the school should focus on developing students' information literacy. Information technology could be better utilised to enhance student learning, further promote their SDL abilities, strengthen the support for their diverse learning needs in and outside the classroom, and appropriately extend their learning.