

# **External School Review Report Concluding Chapter**

**Stewards Pooi Tun Secondary School**

**School Address: 162 Hammer Hill Road, Kowloon**

**(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

Adhering to its mission of “In the footsteps of Jesus Christ, Keeping Mother Country in mind; In the pursuit of virtuous, Setting role models of righteous”, the school has long been committed to promoting life education and created a caring campus. It provides holistic and effective life planning education, making good use of internal and external resources to help students understand different pathways for further study and employment. Students enjoy campus life and have a sense of belonging to the school. They maintain a harmonious relationship with their peers and teachers. Students are generally interested in learning and sincere about their studies. They actively participate in a wide range of physical and aesthetic activities. Different stakeholders support the school’s development. The school management strives to plan and initiate a series of new measures to cater for students’ learning and development needs. In recent years, the school has been dedicated to broadening and enriching students’ learning experiences, and has attached importance to enhancing students’ language abilities and developing their self-directed learning capabilities.

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

- The school has to enhance curriculum leadership and co-ordination. This includes improving the planning of national education, strengthening collaboration among relevant Key Learning Areas (KLA) for STEAM education, and restoring the core learning elements of the curriculum at the junior secondary level in individual KLAs to ensure that students can build a solid knowledge foundation. During self-evaluation, the school could thoroughly analyse various qualitative and quantitative data to understand the root causes of issues for formulating more specific measures.
- In the face of widening learning differences, the school could adopt more strategies to cater for learner diversity in the classroom. These strategies include enhancing teachers’ questioning techniques, arranging heterogeneous grouping in the design of learning activities, or devising challenging tasks for the more able students. Teachers could also provide students with specific feedback based on their responses, and related strategies could be the focuses for teachers’ professional development in order to further enhance classroom learning and teaching effectiveness.