

External School Review Report

Sir Ellis Kadoorie Secondary School (West Kowloon)

School Address: 22 Hoi Fan Road, West Kowloon, Tai Kok Tsui, Kowloon

Review Period: 10, 16, 19 and 25 March 2026



Notes on the External School Review Report

1. This report covers the current development of the school and the key External School Review (ESR) findings. Suggestions for improvement are also given for the school's reference and follow-up.
2. The report is intended for the key stakeholders of the school, including members of the School Management Committee (SMC), teachers, specialist staff, parents and students.
3. The Education Bureau (EDB) will upload the concluding chapter of the ESR report to the EDB website for public access. The school should also release the content of the report to the key stakeholders by making the ESR report available on the school premises for their easy access. To further enhance transparency, the school is strongly encouraged to upload the report to its homepage.
4. The SMC should lead the school to follow up on the suggestions made in the report, in order to facilitate its self-improvement and enhance its continuous development.

ESR Team

Team Leader	:	Ms LAU Mei-shan, Amy
Members	:	Ms YU Ming-ka, Gladys
		Ms LOK Kwan-wai, Emily
		Ms LAU Ching, Shirley
		Dr YEUNG Pui-shan, Rita (External Reviewer)
		Ms TSO Suet-lin, Shirley (External Reviewer)

Contents

	Page
1. External School Review Methodology	1
2. Current Development of the School	1
3. External School Review Findings	2
4. Conclusion and Way Forward	10
5. Appendices	11
I. Overall Performance in Classroom Learning and Teaching	
II. School Response	

1. External School Review Methodology

- 1.1 The ESR team conducted the review in March 2026 to validate the school self-evaluation (SSE) and its impact on the school's development. Suggestions are made to facilitate the school's continuous improvement and development.
- 1.2 The ESR team employed the following methods to understand the situation of the school:
- Scrutiny of documents and data provided by the school before and during the ESR;
 - Observation of 26 lessons taught by 26 teachers;
 - Observation of various school activities, such as the national flag raising ceremony, morning assemblies, Chinese Week activities; and
 - Meetings and interviews with the key stakeholders of the school including the school management¹, teachers, specialist staff, parents and students.

2. Current Development of the School

- 2.1 Sir Ellis Kadoorie Secondary School was founded by the Kadoorie family for Indian children in 1916 and re-allocated to the present site in 2000. The school places emphasis on appreciation of cultural diversity and aims at the holistic development of each individual in order to enable them to become lifelong learners and valuable members of the local and global community.
- 2.2 The class structure approved by the EDB and the number of students² in the current school year are as follows:

Level	S1	S2	S3	S4	S5	S6	Total
Number of Classes	3	3	3	3	3	3	18
Number of Students	83	83	73	59	69	60	427

- 2.3 The principal has taken up the post since the 2021/22 school year. One of the two vice-principals was appointed last school year and the other one was appointed this school year. At present, the majority of students are non-Chinese speaking (NCS) students of different nationalities.
- 2.4 The previous ESR report (2011) made the following recommendations: (1) maintaining momentum for the development of a professional learning community among staff members; (2) enhancing the impact of SSE through the setting of specific improvement targets; and (3) raising the bar and providing learning support to realise students' potential.

¹ The school management generally refers to the SMC, school head and deputy heads

² Based on administrative records kept in the Bureau's information system during the ESR

- 2.5 The major concerns (MCs) of the previous school development cycle (SDC) (2021/22 to 2023/24 school years) are: (1) spearheading learning and teaching; and (2) empowering students to be upright citizens.
- 2.6 The MCs of the current SDC (2024/25 to 2026/27 school years) are: (1) enhancing learning competence; and (2) building positive character.

3. External School Review Findings

3.1 **Commendable efforts have been made to address the diverse needs of students; the effectiveness of SSE should be further enhanced.**

3.1.1 The school is committed to embracing students' diverse cultural backgrounds and addressing their individual needs, with the overarching aim of nurturing their holistic development. The MCs in the recent two SDCs suitably address the student needs and the educational development trends. For example, career-related elements have been integrated into subjects and school-based Other Learning Experiences (OLE) programmes have been enriched in response to the SSE data, which indicate the need to strengthen students' career aspirations and provide more comprehensive support for career and life planning. In recent years, commendable efforts have been made to explore and cultivate students' potential in various aspects. With expanded support and a wealth of opportunities, students actively engage in organising school activities and participate in different external competitions, achieving pleasing results that reflect their leadership and talents. Cultural harmony is promoted through a variety of programmes that foster an inclusive atmosphere and strengthen students' sense of belonging to the school. The dedicated support from the school management and teaching team further contributes to a positive school climate.

3.1.2 Some good efforts have been made to utilise the SSE data for evaluating initiatives and adjusting the planning by ensuring greater participation from subject panels and adopting a more comprehensive approach to implementation across school years. The programme plans of the subject panels and committees are aligned with the school's MCs. However, some of the targets, such as enhancing students' learning competence, are too broad and the expected learning outcomes are not clearly delineated, which hinder the overall effectiveness of evaluation. Moreover, evaluation mainly focuses on task completion, rather than having holistic evaluation of the impact of work on student performance. At present, teachers of all levels are consistently engaged in the SSE process. Building on this foundation, the school should set development priorities strategically according to its specific context and students' learning needs, and establish work priorities by stages. The school should also specify students' learning outcomes, with more effective use of the

SSE data, to facilitate the review of the effectiveness of work and continuous improvement.

3.2 A harmonious and supportive relationship has been established in the school; more teacher professional exchanges on pedagogy for catering for learner diversity should be arranged.

3.2.1 A harmonious and supportive relationship has been established among the staff. A culture of professional sharing and collaboration is generally cultivated through regular collaborative lesson preparation, peer lesson observation and professional development days. New teachers are effectively supported by experienced teachers through a peer mentoring system, which facilitates their smooth integration into the teaching team and enhances their capacity to address the needs of NCS students and those with special educational needs (SEN). Some subject panels have also participated in learning communities among government schools, fostering teacher collaboration and cross-school professional exchange in learning and teaching. Nevertheless, the effectiveness of catering for learner diversity varies across the lessons observed. To further enhance learning and teaching effectiveness, the school should strengthen targeted professional development activities, with a focus on differentiated instruction and meeting diverse learner needs.

3.2.2 The school maintains good partnerships with key stakeholders and the community, effectively leveraging external resources to support various school priority tasks. Parents exhibit strong support and actively participate in Parent-Teacher Association (PTA) activities, such as preparing refreshments for the Annual Speech Day, sharing study skills and job experiences with the students, and contributing traditional dishes to PTA events that promote cultural exchange among families. Alumni also provide ongoing support by funding scholarships and sharing their interview experiences and career insights. In addition, the school taps external resources to promote STEAM education, enriching students' knowledge in areas such as game programming, electronics and robotics, thereby enhancing their problem-solving abilities and creative thinking. Recruitment talks, and leadership and discipline training programmes organised by government and non-government bodies are well arranged to support students' life planning, nurture proper values, and foster their whole-person development.

3.3 A diversified and flexible curriculum is suitably provided to cater for students' varied learning needs and interests; the junior secondary (JS) curriculum should be further enriched.

3.3.1 The multicultural backgrounds of students shape the school's curriculum planning. A diversified curriculum, enriched with a wide range of life-wide learning activities, is suitably designed to cater for students' varied learning needs and interests. The school demonstrates a clear understanding of the learning needs of NCS students, and provides appropriate support to

facilitate their integration into Hong Kong society. An adapted Chinese Language curriculum across all year levels, along with an adapted Chinese History curriculum at the JS level, is properly implemented to strengthen these students' Chinese proficiency and deepen their understanding of the historical development of our country. In addition to offering Putonghua with split-class arrangements based on students' abilities, the school has also developed school-based Hindi and Urdu curricula for designated students, helping them maintain connections to their cultural roots and preparing them for further academic opportunities.

3.3.2 At the senior secondary (SS) level, a flexible combination of elective subjects is offered to accommodate students' preferences and diverse learning needs and interests, helping them develop career-related competencies and practical skills. For example, the school introduces a wider range of Applied Learning courses, including Fashion and Image Design, Computer Game and Animation Design, and Aviation studies, paving the way for their future studies and career pursuits. A variety of school-based OLE programmes, encompassing various physical and aesthetic activities, and other hands-on workshops, are suitably provided to enrich students' learning and broaden their horizons. One example is the recently developed "EK Café" programme, which equips students with the knowledge and skills in coffee making and café operations. Through hands-on experience in serving guests at school events, students develop a passion for coffee brewing and build confidence in their future development.

3.3.3 In response to the recommendations from previous inspections, the school has made attempts to cover the essential learning elements previously omitted in the curriculum at the JS level. However, some core elements under the Technology Education and Personal, Social and Humanities Education Key Learning Areas remain insufficiently covered. The relevant curricula should be further enriched to ensure a comprehensive coverage of the curriculum contents at the JS level and to help students build a solid knowledge foundation.

3.4 Students' engagement and learning interests are enhanced and STEAM education is progressively promoted through different learning activities; students' motivation in reading could be further enhanced.

3.4.1 In response to the school's MC of enhancing students' learning competence, subject panels and committees have proactively organised a variety of cross-curricular activities, local visits, and competitions that connect students' learning in and outside the classroom, which fosters more active learning. Subject panels such as Chinese History, Visual Arts and Home Economics have collaborated on a project to deepen students' understanding of women's social lives and status during the Tang Dynasty. In addition, the Chinese Language and the Life and Society subject panels co-organised a cultural exchange programme to Hangzhou, which provided S3 students with

valuable opportunities to explore the city's cultural heritage and experience the country's advanced e-commerce technology. Furthermore, the English Language subject panel has made good use of an Artificial Intelligence (AI) platform to offer instant and concrete feedback on students' writing tasks, encouraging students to make self-improvement in learning. Such initiatives not only extend and reinforce students' learning beyond the classroom but also effectively stimulate their interest in learning.

3.4.2 Progressive steps have been taken in promoting STEAM education to foster students' creativity and problem-solving skills. In addition to incorporating learning elements of AI into the JS curriculum, the school organises cross-curricular STEAM workshops for all JS students with hands-on activities. For instance, S2 students design and construct a wooden bridge to enhance accessibility of pedestrians in the Sha Tin district, applying the principles of mechanics and mathematics, while also considering ways to improve the product's durability and environmental sustainability. Such activities cultivate students' ability to integrate and apply knowledge and skills to solve real-life problems. Moreover, the school has stepped up its efforts to nurture students with STEAM talents by offering training for external competitions and organising overseas exchange programmes that broaden their horizons in the field of innovation and technology. Through group competitions, such as developing a smart device to identify Chinese medicine ingredients in the Baizi Cabinet, students demonstrate competence in devising practical solutions to authentic problems and express their interests in pursuing further studies in these fields.

3.4.3 Various measures have been implemented to promote reading in the school, including book crossing festivals, morning book sharing sessions and book report writing competitions. The school thoughtfully organises themed reading sharing sessions focused on students' cultural roots, where students share about the traditional customs of their ethnic groups and recommend books with relevant topics during the reading workshops. As observed, students listen attentively to their peers and teachers on topics such as the Festival of Eid, and the Siheyuan architecture of our country. However, participation in these reading workshops is on voluntary basis, resulting in only a limited group of students engaging in the activities. On the whole, students' motivation in reading could be further enhanced by devising more whole-school strategies to promote reading among all students.

3.5 Lessons are generally well organised and students are mostly willing to participate in learning activities; a wider range of strategies to cater for learner diversity should be explored.

3.5.1 Lessons are generally well organised with clear learning objectives. Students are mostly attentive and ready to participate in the learning activities. In response to the MC on boosting students' learning motivation, some teachers

appropriately draw on students' daily-life experiences or utilise various teaching resources to explain abstract concepts and stimulate their interest in learning. Some make good use of different learning activities, such as pair work, group activities and practical tasks, to enhance student participation. In a few lessons, teachers integrate e-learning tools to promote conceptual understanding and foster teacher-student interaction, for example, by providing instant feedback on student work through e-learning applications. A positive rapport between teachers and students has been established.

3.5.2 Questions are frequently employed to check students' understanding and sustain engagement. Some teachers are able to ask different levels of questions, prompting students to elaborate their answers or deepen their thinking. Teachers often provide encouragement and praise to recognise students' efforts. However, their feedback is rather brief and does not clearly specify students' areas for improvement. Overall, the effectiveness of feedback should be further enhanced through the provision of more concrete and specific comments to facilitate students' reflection on their learning. In lessons taught in Cantonese, some students tend to interact with their peers in English. Teachers are encouraged to consistently reinforce the use of Cantonese in these lessons.

3.5.3 To cater for learner diversity, teachers generally provide individual support to students in need. In a few lessons, teachers make use of appropriate scaffolding or tiered learning tasks to support student progress, and assign extended tasks to stretch the potential of the more able ones. Yet, the effectiveness of catering for learner diversity varies across the lessons observed. In some cases, insufficient attention or encouragement is given to passive students, and lessons remain predominantly teacher-centred, offering limited opportunities for students to demonstrate their learning outcomes. A wider range of strategies to cater for learner diversity should be explored to address students' varied needs and support their learning more effectively.

3.6 The school has made dedicated efforts to nurture and showcase students' talents, support their diverse needs and foster harmonious atmosphere; greater coordination across committees is encouraged to enhance work effectiveness.

3.6.1 The school has made dedicated efforts to identify and nurture students' talents across various areas in recent years, establishing platforms to boost their confidence and showcase their talents. Students are provided with ample opportunities to take on diverse roles, such as serving as emcees, introducing Chinese festivals in morning assemblies, and organising school events. Students enthusiastically participate in the Talent Show, displaying their different talents such as dance and music, which helps build their self-esteem. Considerable attention is also placed on service training and character development for both JS and SS students, supported by an award

scheme that fosters proper values, such as benevolence and responsibility. For instance, regular visits to the elderly in the community enable students, including NCS students, to develop communication skills and better understand others' needs; reading buddies conduct paired reading with primary and kindergarten students, further stretching their potential. As observed, students are poised and confident on stage, and demonstrate commitment and responsibility when organising school events and providing services. However, these initiatives are currently carried out by individual committees without systematic coordination.

3.6.2 The school is committed to providing meaningful career preparation for all students through a whole-school approach. Taking into account students' developmental needs at different stages, elements of students' self-understanding, goal setting and career exploration are well embedded in various programmes, such as aptitude tests and taster programmes that support S3 students in making informed subject choices. A variety of Applied Learning courses and career exploration activities is thoughtfully arranged for students at the SS level, including recruitment talks, alumni sharing and subject-related work experience programmes. Opportunities to explore regional development through exposure to the Greater Bay Area are also provided to broaden students' horizons. The school further supports students in obtaining professional qualifications, such as baristas and dance instructors, which enhances their career development.

3.6.3 The school fosters cultural harmony and cultivates rapport among students through various programmes, such as arranging talks that encourage respect for diverse cultures and providing opportunities for students to share their hometown cuisines with their peers during class parties and cooking classes. As observed, students of various nationalities enjoyed the cuisines together during lunch time, demonstrating their appreciation of cultural diversity and fostering good rapport. The Talent Show also celebrates diversity through Latin and Indian dance performances, showcasing the richness of different cultures. To promote peer support, peer study groups are formed by some subjects to boost students' learning motivation. Group training programmes such as balloon-twisting workshops, block-building activities and social skill groups are purposefully conducted to cater for the needs of SEN students. Through these interactions, students develop an appreciation for diversity, contributing to an inclusive and harmonious atmosphere built on mutual respect.

3.7 The school supports students' healthy lifestyle through diverse initiatives; students demonstrate enhanced awareness of mental health and active engagement in physical activities.

3.7.1 Concerted efforts have been made to promote a healthy lifestyle among students, addressing the MC of the current SDC. The school

implements a range of activities to promote students' mental well-being, such as talks on stress management and anti-drug education, equipping students with coping strategies and raising awareness of emerging drug issues. Mental health workshops for parents, with positive feedback received, are also extended to students. "Mental Health Awareness Week", themed "A Journey with Our Minds", is organised with a series of strategically planned activities, covering emotional awareness, stress release and self-care. Through these programmes, students are guided to better understand and manage their emotions. Students' reflection indicates that there is an increased awareness of mental health among students, with some expressing a greater willingness to seek support when needed.

3.7.2 Moreover, "Aesthetic Day" is co-organised by some subject panels and committees, featuring song dedications and various art workshops arranged to promote relaxation and positive emotional experiences. By integrating creativity, community and cultural appreciation, these activities provide meaningful experiences that support students' mental, emotional and social well-being. The school also offers a wide range of activities to enhance students' physical health, including the "Active Students, Active People" Campaign, inter-class and inter-house ball games competitions, and music-accompanied stretching exercises in PE lessons. Students are encouraged to explore a wider variety of sports, such as pickleball, kin-ball and rugby, fostering greater participation in physical activities. As observed, the playground is bustling with activities during recess and lunch time.

3.8 Comprehensive experiences in national education are offered through curriculum integration and diversified activities; students show interest in Chinese culture and pride in the recent developments of our country.

3.8.1 Due efforts have been made to deepen students' understanding of our country through a variety of learning activities. Relevant learning elements are appropriately integrated into different subjects. Beyond the classroom, the school aptly arranges activities to enhance students' knowledge on the history and culture of our country, with due consideration given to the needs of NCS students. In the OLE sessions at the SS level, students have the opportunity to learn traditional Chinese performing arts, such as juggling, and dragon and lion dance. During "Chinese Week", students from diverse cultural backgrounds serve as "Chinese Culture Ambassadors", introducing traditional practices like movable type printing. Traditional costume and sports experience activities are also well received by students, reflecting their interest in Chinese culture and traditions. The national flag raising ceremony is held regularly with appropriate etiquette, with both Chinese and NCS students leading the national anthem on stage. Speeches under the national flag are suitably delivered by teachers and students. As observed, a student leader shared the origin and significance of Ching Ming Festival, drawing

comparisons with similar customs in other cultures. The message enhanced students' understanding of Chinese traditions and promoted cultural harmony.

3.8.2 Moreover, students actively participate in various competitions and have achieved distinguished awards, including the championship titles in the Joint School Chinese Foot Drill Competition and the Inter-Government Secondary Schools Chinese-Style Apron Design Competition under the "Love Our Home, Treasure Our Country" series. Some students have also served as volunteers at the recent East Asian Games, contributing to this major national sports event. The visit to Ping Shan Heritage Trail and exchange tours to the Mainland are meticulously arranged to deepen students' understanding of the country's historical heritage and latest developments. As seen in the post-tour reflections and videos, students express a strong sense of appreciation, marveling at the grandeur of traditional Chinese architecture and the rapid economic growth of major cities.

3.9 Students are polite, well-mannered and interact harmoniously with others; they show great interest in a good variety of activities and perform well in inter-school sports and debate competitions.

3.9.1 Students are polite, well-mannered and respectful towards others. They interact harmoniously with their peers from diverse cultural backgrounds, showing mutual respect and contributing to a caring and inclusive school community. Students collaborate well with their peers and teachers. Student leaders are proactive and dedicated to their roles, displaying confidence and a strong sense of responsibility.

3.9.2 In the past three years, the percentages of students meeting the general entrance requirements for local undergraduate university programmes and sub-degree courses in the HKDSE Examination were below the territory averages of day school students. With consideration of the S1 intake and the school performance in the HKDSE Examination over the past three years, the school has performed steadily.

3.9.3 Students show great interest in joining a good variety of co-curricular activities, including physical and cultural activities, and social services. They participate actively in various territory-wide and inter-school competitions. They have obtained several group awards in Hong Kong Schools Dance Festival over the years. They also perform well in inter-school sports and debate competitions.

4. Conclusion and Way Forward

The school is committed to embracing students' diverse cultural backgrounds and addressing their individual needs, with the overarching aim of nurturing their holistic development. The major concerns in the recent two school development cycles suitably address the student needs and the educational development trends. A harmonious and supportive relationship has been established among the staff with a culture of professional sharing and collaboration generally cultivated. The school maintains good partnerships with key stakeholders and the community, effectively leveraging external resources to support various school priority tasks. A diversified curriculum is suitably designed to cater for students' varied learning needs and interests. Subject panels and committees have proactively organised a variety of cross-curricular activities, local visits and competitions that connect students' learning in and outside the classroom, which fosters more active learning. Students' engagement and learning interests are enhanced and STEAM education is progressively promoted. The school has also made dedicated efforts to nurture and showcase students' talents, support their diverse needs and foster a harmonious atmosphere. The school is also committed to providing meaningful career preparation for all students and concerted efforts have been made to promote a healthy lifestyle among students. Comprehensive national education programmes are offered. Students show interests in Chinese culture and pride in the recent developments of our country. Students are polite, well-mannered and interact harmoniously with others. Student leaders are proactive and dedicated to their roles, displaying confidence and a strong sense of responsibility.

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

- 4.1 The effectiveness of SSE should be further enhanced. At present, teachers of all levels are consistently engaged in the SSE process. Building on this foundation, the school should set development priorities strategically according to its specific context and students' learning needs, and establish work priorities by stages. The school should also specify students' learning outcomes, with more effective use of SSE data, to facilitate the review of the effectiveness of work and continuous improvement.
- 4.2 There is room for improvement in curriculum planning at the JS level, and in the effectiveness of classroom learning and teaching. Core elements under the Technology Education and Personal, Social and Humanities Education Key Learning Areas should be further enriched to help students build a solid knowledge foundation. To increase the effectiveness of learning and teaching, teachers should cater for learner diversity through exploring a wider range of strategies and providing more concrete and specific feedback for students.

School Response

The school response on the draft ESR report was received on 29 June 2026. The original text of the school response is incorporated as follows.

Sir Ellis Kadoorie Secondary School (West Kowloon)

Date: 24th June 2026

To: ESR Team Leader, Ms LAU Mei-shan, Amy
Quality Assurance Division, Education Bureau

Response to the Draft External School Review Report

1. Overall Appreciation

We thank the ESR team for their professional and thorough review. The draft report acknowledges many of our strengths, including our commitment to diverse student backgrounds, harmonious school climate, effective use of external resources, diversified curriculum, promotion of national education, and positive student behaviour. We value the constructive feedback and will use it to refine our practices for continuous improvement.

2. Responses to Key Observations

We offer the following clarifications and supplementary information, covering each of the key observations in turn. Where we believe additional context may help the ESR team reach a more complete understanding of our school, we respectfully offer it alongside our commitment to improvement.

2.1 SSE Targets and Evaluation Focus (sections 3.1.2, 4.1)

The report notes that SSE targets are sometimes too broad and evaluation focuses on task completion rather than student outcomes. We agree with this observation. In our evaluation reports for major concerns, we do assess whether results match expected learning outcomes. However, we acknowledge that this practice can be further strengthened by extending it more systematically across subject departments and functional teams. We also note that APASO and stakeholder survey data are already used during Staff Development Day to inform planning for the Annual School Plan and 3-Year School Development Plan. Moving forward, we will refine our Annual School Plan to more explicitly indicate which evaluation findings each strategy targets, thereby enhancing transparency and the impact of our SSE cycle.

2.2 Catering for Learner Diversity (sections 3.2.1, 3.5.3)

The report observes that catering for learner diversity varies across lessons. This is a valid and helpful point. We have already taken steps such as participating in cross-school Learning Circles on differentiation and implementing co-teaching in some classes. During assignment inspections, we have observed tiered worksheet designs in some subjects, and we have a peer learning support scheme that encourages students to mentor one another. However, we recognise that due to our streaming structure, weaker classes may have fewer "stronger" students to serve as mentors. We will further investigate the feasibility of establishing subject mentors within each group to ensure all students benefit from peer support.

2.3 Junior Secondary Curriculum – Technology & PSHE Elements (sections 3.3.3, 4.2)

The report suggests that core elements in Technology Education and PSHE, particularly History, are insufficiently covered. We respectfully clarify that these elements are delivered through cross-curricular and co-curricular activities rather than as standalone subjects. Examples include the "EK Café" project (BAFS / ICT / Home Economics), a Business Case Workshop for junior students, budgeting skills in Home Economics, and S.3 taster programmes for business electives. Regarding History, we have chosen to prioritise Other Languages lessons at the junior level due to our unique school context: serving students from diverse ethnic backgrounds; meeting parental and community expectations, and following the EDB's encouragement to develop Category C subjects (Hindi / Urdu) at senior levels. Consequently, there is no spare lesson time for a dedicated History subject. Nonetheless, we have integrated historical elements into Life and Society / Citizenship, Economics and Society lessons. We will map our curriculum against EDB guides to identify any remaining gaps.

2.4 Reading Motivation (section 3.4.3)

The report notes that reading activities are voluntary and participation is limited. We recognize this as an area for improvement. We have been actively promoting Reading across the Curriculum, with different subject departments using

e-platforms to upload extended reading materials and designing simple reading feedback questions as part of assignments. However, we recognise that these efforts could be more systematic and compulsory to ensure broader student engagement. We will now develop more structured, whole-school reading strategies to broaden participation.

2.5 Teacher Feedback Quality (section 3.5.2)

The report indicates that teacher feedback is sometimes too brief and not specific enough. We could see room for improvement regarding this area. We consistently encourage teachers to ask questions, praise students, and provide useful feedback, and these practices are documented in lesson observation forms and assignment inspection records. However, we acknowledge that further enhancement is possible. We will strengthen professional development on effective feedback techniques and will investigate the feasibility of arranging a dedicated workshop on this topic during a future Staff Development Day.

2.6 Use of Cantonese in Lessons (section 3.5.2)

The report suggests teachers should consistently reinforce Cantonese in Cantonese-medium lessons. We acknowledge this observation; however, it is important to note that we admit students throughout the year, with some being recent arrivals to Hong Kong who cannot yet communicate without using English. For many of our NCS students, Cantonese is a third or fourth language, and English serves as a common bridge language among different ethnicities. While we will encourage teachers to gently reinforce Cantonese usage, the use of English is sometimes unavoidable. We request that this contextual nuance be reflected in the final report.

2.7 STEAM Education Descriptor (sections 3.4.2, conclusion)

The report describes our STEAM education as "progressively promoted". We respectfully offer additional context for the team's consideration. Since 2020, we have secured approximately \$2 million from the IT Innovation Lab Fund (Phases 1 & 2). Our students have won the Champion of the Hong Kong VPET Competition for Secondary Schools 2025/26 (awarded by the Acting Secretary of Education), a Bronze Award in the Chi Hong United Labour Association S&T Competition 2024, and a Merit Award (Final 8) in the EMSD Competition. We were also invited to exhibit at the BETT Show UK 2023, and our teacher-in-charge coordinates the AI Learning Circle for over 20 government secondary schools. Given these achievements, we would be grateful if the team could consider whether a more accurate descriptor might be appropriate.

3. Conclusion

We thank the ESR team again for their professional insights and constructive feedback. We accept the majority of the recommendations and will incorporate them into our next School Development Plan.

We respectfully ask the team to review the clarifications we have offered across all the points above. In a number of areas — particularly SSE evaluation practices, curriculum coverage, reading promotion, teacher feedback, language use in lessons, and the description of our STEAM development — we believe the additional context we have provided may assist the team in reaching a more complete and accurate assessment. We would be grateful if the final report could reflect these clarifications where the team deems it appropriate.

The school remains committed to continuous improvement, and we will use this feedback to further enhance our support for students, the quality of teaching, and the effectiveness of our self-evaluation.

Endorsed by

Signature:

Name & Post:

Date:

Mr. CHENG Kwok-yan, Brian / PEO(K)

24th June 2026