

External School Review Report

SKH Bishop Mok Sau Tseng Secondary School

School Address: 26 Wan Tau Kok Lane, Tai Po

Review Period: 13 to 14, 17, 20 and 24 October 2025



Quality Assurance Division
Education Bureau

February 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 Incorporated Management Committee (IMC), 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 IMC 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

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1. External School Review Methodology

- 1.1 The ESR team conducted the review in October 2025 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 34 lessons taught by 34 teachers;
 - Observation of various school activities, such as the national flag raising ceremony, lunchtime activities and training workshop for conducting community services; 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 The mission of the school is to provide opportunities for the formation of Christian and humanistic values in students so as to foster positive attitudes and develop students' potential to participate fully in society and become a responsible citizen of the world.
- 2.2 The class structure approved by the Education Bureau and the number of students² in the current school year are as follows:

Level	S1	S2	S3	S4	S5	S6	Total
Number of Classes	4	4	4	4	4	4	24
Number of Students	129	131	133	126	100	106	725

- 2.3 The Principal has assumed the role since 2022 while the two Vice-principals (VP) have served in the school for more than 30 years. Around half of the teachers have been serving in the school for 10 years or more.
- 2.4 The previous ESR report (2016) made the following recommendations: (1) adopting more diversified strategies to unleash the potential of students and to cater for students' different learning needs; and (2) enhancing the effectiveness of school self-evaluation.

¹ The school management generally refers to the IMC, 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 of the previous school development cycle (2022/23 to 2024/25 school years) are to (1) enhance learning effectiveness; and (2) cultivate students' positive values and capability conducive to their whole person development.
- 2.6 The major concerns of the current school development cycle (2025/26 to 2027/28 school years) are to (1) nurture students with in-depth learning skills for life-long learning in the era of AI; and (2) cultivate a supportive and growth-focused learning environment that nurtures students' well-being.

3. External School Review Findings

3.1 The school's developmental focuses are student-centred with clear directions; yet integrative use of data against the targets should be enhanced to effectively inform planning.

3.1.1 The school formulates clear, student-centred development directions to address students' learning needs and wellness. In the previous school development cycle (SDC), the school effectively responded to the epidemic's negative impact on students' interpersonal skills by fostering a collaborative learning culture that strengthened communication, as evidenced by students' effective articulation of ideas in group activities. Building on these efforts, the school now places greater emphasis on cultivating students to become active learners by equipping them with good learning habits and skills of 5C competencies³ in learning activities and assessment. The school has addressed prior ESR recommendations through the emerging use of artificial intelligence (AI) tools to further unleash students' potential in creativity and critical thinking, and foster learners' ownership by emphasising responsible use of technologies. With the endeavours made in the previous SDC to promote positive values and attitudes, students have demonstrated noticeable awareness and exhibited positive traits in learning tasks and activities. More class-based and house-based activities are conducted after the epidemic, in which students actively participate, demonstrating mutual support and unity. Committed to serving others, senior students extend the spirit of benevolence beyond the campus through a structured community service programme. In the current SDC, greater emphasis is placed on cultivating students' resilience and growth mindset through reflective tasks, thematic sharing sessions and personal portfolios that enable self-review, teacher feedback and parental encouragement. Under the leadership of the school management, subject panels and committees form targets that are in line with the school development focuses, and exhibit a strong drive for continuous development.

³ According to the school, 5C refers to collaboration, communication, critical thinking, creativity and connecting knowledge with current affairs

3.1.2 In response to the recommendations of the last ESR, the school management demonstrates a heightened sense of leveraging the SSE information and data for formulating major concerns (MC). The management furnishes subject departments and committees with some data analyses from Key Performance Measures, Assessment Programme for Affective and Social Outcomes and Stakeholder Survey, for their suggestions on the school's development directions. However, evaluations conducted by the subject departments and committees are generally programme-based, mainly focusing on the implementation details or reporting the progress of the programmes, including task-completion. As such, the data is yet to be fully utilised to enhance the learning and teaching effectiveness. The school should adopt integrative use of the SSE data and holistically review the effectiveness of its work by assessing student performance against the targets, in order to better inform planning and facilitate continuous development.

3.2 Internal and external resources are effectively deployed; a strong collaborative culture is observed among teachers, fostering diversified learning experiences for students.

3.2.1 Under the leadership and support of the IMC, the school continues to foster whole-person development of students in the mission of Christianity by addressing learners' needs and the latest trends in educational development. The school makes effective use of internal and external resources to provide students with diversified learning experiences. Alumni offer unwavering support by sharing life planning advice and enriching students' exposure to different workplaces while parents provide steadfast support to the school by volunteering at events, such as the Cultural Fair, and take active participation in sports events. The school also collaborates closely with non-governmental organisations to promote service learning and enhance students' wellness.

3.2.2 Vigorous professional exchange among teachers on strategies is aptly conducted to raise learning and teaching effectiveness. Good effort has been made in cultivating collaborative culture among teachers for exchange of learning and teaching strategies. Teacher Common Learning Time (TCLT) sessions have been effectively utilised for lesson study and regular professional exchange on learning and teaching strategies, and the latest educational development, with different topics such as 5C and AI in education. Embracing digital education, the school suitably arranges professional sharing sessions for teachers to explore AI-assisted learning and teaching and to equip them with the skills to guide students in the ethical use of AI. Systematic database of the recorded lessons and post-lesson observation sharing sessions facilitate teachers of different subjects to share good practices on learning and teaching strategies. Experienced teachers of the school serve as mentors for new teachers to strengthen their teaching in response to the school targets, for example, establishing collaborative learning habit in the classroom through

effective group discussions.

3.3 Diversified learning experiences allow meaningful application of cross-disciplinary knowledge and skills.

3.3.1 The school curriculum is characterised by diversified learning experiences that foster students' meaningful application of knowledge and skills in real-life contexts, and promote their whole-person development. With close cross-curricular collaboration under the Personal, Social and Humanities Education (PSHE) Key Learning Area (KLA), students engage in applying interdisciplinary knowledge in cross-curricular project learning. They suitably integrate map-reading skills with historical knowledge to design a historical tour leveraging nearby heritage sites in the S2 project learning, followed by role-playing as tour guides to introduce the itinerary, successfully integrating 5C in the project. In a popular cross-disciplinary activity jointly organised by the English Society and Astronomy Society, authentic use of English is observed among students as the student ambassadors enjoyably share with the student participants about the constellation viewed in an inflatable planetarium and the associated mythology. Building on the successful Japanese interest class, the school proactively joins the Education Bureau's Pilot Scheme on Other Languages for junior secondary (JS) students, with an ongoing plan to offer a Japanese course to students in this school year.

3.3.2 At the senior secondary (SS) level, a reasonable selection of elective subjects and other learning experiences, such as filming advertisements, are provided to cater to students' varying needs, interests and abilities. Following up on the recommendations made in the recent PSHE KLA focus inspection, the school has appropriately reviewed the PSHE KLA curriculum to cover all essential elements at the JS level. The curriculum of the Technology Education (TE) KLA at the JS level could be further enriched to help students build a solid foundation for their future studies.

3.3.3 The school has put good efforts into enhancing students' interest in leisure reading through appropriate initiatives. Noticing students' lukewarm response to individual reading in the morning reading sessions, the school has introduced visually appealing book recommendation videos in these sessions since last school year. In the current school year, the revamped reading award scheme has properly shifted from book reports covering a summary and reflection to more fun-filled post-reading tasks, such as analysing characters' communication skills and conflict resolution strategies. Building on the success of cross-curricular projects, the school could further integrate the reading elements into projects in order to promote reading across the curriculum, thereby helping students establish connection between reading and learning experiences across disciplines.

3.4 There is steady progress in the development of STEAM education; to enable students to become active learners, they are equipped with learning strategies in different subjects.

3.4.1 The school has placed increasing emphasis on promoting STEAM education through STEAM-related subject-based learning tasks and life-wide learning activities. The STEAM-related learning tasks enable students to apply cross-disciplinary knowledge and skills. In the S1 project of creating machine learning models, students have made strenuous efforts to train machine learning models to solve real-life problems or manage hazards related to science. As seen in S1 project samples, some students apply AI and Science knowledge by training a model to identify poisonous mushrooms from photos, then test and refine the machine's accuracy with supplementary information, demonstrating their understanding of the learning process. In view of the need to strengthen the elements of design thinking, the school is currently refining some learning tasks in this SDC to better assist students in identifying and addressing users' needs throughout the design process. At the same time, emphasis is placed on cultivating students' research skills to support a more rigorous and methodical approach in their STEAM-related projects. Students' interest in STEAM education has been effectively nurtured through relevant visits, workshops and competitions. The more able students are further challenged through participating in various external competitions.

3.4.2 Great importance has been attached to catering for learner diversity since the last SDC. Students' knowledge in Chinese, English and Mathematics is consolidated through various enhancement classes, in which students of different learning needs are introduced to appropriate learning strategies. In general, students have shown improvement in their academic performance. The elite programmes have effectively stretched students' potential through application in authentic context. For example, the Chinese programme with cultural tours and creative writing and the Science programme with job-shadowing with an ophthalmologist have provided students with eye-opening learning experiences to apply the knowledge learnt and unleash their potential, as reflected in their reflections.

3.4.3 Transitioning to a new SDC, the school equips students with the skills to become active learners. Learning tasks and assessments are purposefully designed for students' integrative use of 5C. Noting that some students' learning habits and skills need improvement, the school rightly emphasises enhancing time management skills and promoting the use of AI tools in learning in the current SDC. Various sharing sessions by students and alumni offer practical tips on time management and study techniques, and students find them beneficial to raise learning effectiveness. Some subject panels purposefully leverage AI tools to help students at different year levels improve their writing and understand abstract ideas. The formulation of the school-

based “Generative AI Usage Guidelines” for teachers and students is a commendable step towards promoting ethical use of emerging and advanced technologies.

3.5 Class activities are suitably designed with incorporation of 5C; a wider range of questions and more challenging tasks should be adopted to facilitate more dynamic interaction in class.

3.5.1 In response to the school’s MC to nurture students with learning skills, teachers employ a range of strategies to incorporate 5C during the lesson. Various learning activities, which are based on current issues, are designed to provide opportunities for students to collaborate, communicate and apply knowledge. Teachers deliberately cultivate a collaborative culture among students through group work, strengthening their communication skills and creating platforms for peer learning. Students readily share their views and communicate effectively in both English and Chinese, demonstrating strong bilingual proficiency. In some effective group activities, students are assigned specific roles for designated tasks according to their ability. The more able students take up challenging roles to lead group discussion while other students suggest ideas with peers’ support and teachers’ guidance.

3.5.2 Thoughtful integration of AI into learning tasks is observed in a few lessons. Students are encouraged to use AI tools critically to generate ideas that facilitate understanding of abstract ideas or produce inspirations for creative work. Teachers aptly offer guidance, enabling students to harness AI to conduct analytical thinking and express their creativity without infringing copyrights. Students are given opportunities to explore the reliability of AI-generated texts and images, and reflect on the importance of information literacy.

3.5.3 Students are highly engaged in learning activities and pay due attention when completing classroom tasks and answering questions. Given the high calibre of students, the design of some group tasks is rather simple, focusing primarily on eliciting facts and information. Teachers should infuse challenging components in the task design in order to allow students to make use of their analytical mind and display creative ideas. Questions are frequently posed to check students’ understanding but often lack variety and depth. A wider range of questions should be adopted to foster higher-order thinking skills.

3.6 Values education is rightly implemented within and beyond the classroom; due emphases are put on cultivating students’ sense of national identity and enhancing their commitment to serving others.

3.6.1 Substantial efforts have been devoted to instill positive values and foster spiritual growth through cultivating a vibrant religious atmosphere within the school. Values such as empathy and benevolence are well embedded in subjects and book-sharing activities. Post-reading questions are

set to enable students to reflect on their daily life and pursue further reading. Besides, regular morning broadcast and teachers' sharing on values enhance students' understanding of how values could be implemented in daily life. The school also makes effective use of Other Learning Experiences (OLE) lessons to provide structured training for all S4 and S5 students to serve people in need and apply essential communication skills. Through planning and conducting volunteer service, students have developed interpersonal skills and gained social awareness towards diverse community groups, showing care to the disadvantaged ones in daily life, as reflected in the post-service sharing sessions.

3.6.2 The school places significant emphasis on implementing national education within and beyond the classroom. The learning elements of national education, including national security education, are aptly incorporated into the curricula of different subjects and relevant activities. For example, in a Mathematics lesson on the factorisation of polynomials, the formula for the sum of the squares of natural numbers, which was originally developed by the renowned Song Dynasty mathematician Shen Kuo, is introduced to students. This integration of Chinese mathematical heritage enables students to appreciate the ancient wisdom of our country. The cross-disciplinary Chinese Culture Festival, titled "The Ancient Chinese Lifestyle", is conducted by S3 students to apply their subject knowledge. The Festival demonstrates the close collaboration between subject departments and committees in organising various cultural and game booths. Students find the activities engaging and enjoyable, and have acquired knowledge of Chinese culture such as festivities, ancient entertainment and signature cuisine in different provinces. Various learning activities, closely aligned with the "Event Planning Calendar – National Education", are organised by subject departments and committees. For instance, around Labour Day, members of the sports teams share their experiences of hard work and dedication to sportsmanship with their peers while class teachers facilitate discussion during the form teacher period on how labouring and perseverance contribute to societal development.

3.6.3 In the previous SDC, the school successfully enhanced students' sense of national identity through a variety of activities. The school has actively promoted the "Constitution and Basic Law Student Ambassadors Training Scheme" with increased participation over the years. Trained ambassadors promote national education through events, such as conducting a whole-school assembly on the intangible cultural heritage in China. The school conducts visits to sister schools and joins numerous mainland exchange programmes on themes such as Chinese history and culture, technology and career life planning in the Chinese Mainland. Through visiting historical sites, students show appreciation towards the uniqueness of the Chinese culture and understand the importance of preserving the heritage. These visits

enhance students' understanding of our country and raise their sense of safeguarding national security. During the national flag raising ceremony, students exhibit proper etiquette, displaying a respectful and solemn demeanor throughout. As observed, the "Speech under the Flag", delivered by students, highlights the Chinese's united resistance against the Japanese invasion during World War II. Through sharing stories of Chinese soldiers' brave defence of the homeland, students gain insight into the importance of military security and national protection, associating patriotism with the school target of promoting resilience in the current SDC.

3.7 A caring and supportive environment with diverse strategies cultivates wellness; systematic life planning education facilitates students to make informed decisions.

3.7.1 The school has made good endeavour in the current SDC to nurture students' wellness by refining the personal portfolio "I-file" in which levelled reflective questions from self-appreciation and self-improvement to embracing diversities are set. Students make good use of the portfolio to set short-term targets on good behaviors, study habits, activities to take part in, and long-term targets such as lifelong goals. Parents and class teachers offer positive encouragement and advice regularly to the targets that students set in the "I-file". To reduce anxiety, the school also organises "Mental Health Days" featuring peer-led stress-relief activities such as creative handicraft booths. Workshops beyond the classroom foster students with stress management skills. Various thematic programmes based on real-life scenarios on topics covering anti-drug, life and sex education are suitably organised to help students resist temptations and develop proper values and attitudes.

3.7.2 Apart from equipping students with the strategies for upkeeping a peaceful mind when facing adversities, the school also promotes a healthy lifestyle by stressing the importance of physical exercise and healthy diet. Basic weight training and emerging sports, such as pickleball and floor curling, are introduced to students. These encourage students to develop habit and interest in doing regular exercise. Talks on healthy diet are periodically organised to reinforce the importance of healthy lifestyle. To boost students' confidence, the school establishes platforms such as the "MST Got Talent" programme for them to showcase their talents and perform beyond the classroom. For instance, in celebration of the school's 50th anniversary, students actively participate in the variety show, displaying different talents on stage. A supportive and caring atmosphere to nurture students' wellness is evident on campus.

3.7.3 The school-based life planning education (LPE) is progressively structured. While JS students acquire basic skills of self-understanding and goal setting through discussions and reflective tasks in class periods, SS students have a better understanding in career exploration and life planning through career talks and job-shadowing in local and Greater Bay Area

industries. Relevant LPE learning elements are integrated into relevant subject content. For example, participating in the character analysis task in the lesson, students draw on the main character's personality to predict potential workplace challenges. Through reflective questions, students are guided to examine their own shortcomings and set personal improvement goals. Individualised counselling guidance is provided to all S5 students, helping them make informed decisions about their academic and career choices. With strong alumni engagement, the school offers mentoring service, workplace visits and job shadowing to students, helping them widen their horizons, acquire the essential skills for pursuing aspirations, and explore diverse pathways.

3.8 Students are well-mannered and polite with good academic performance; they exhibit a strong sense of belonging to the school.

3.8.1 Students are courteous and self-disciplined. They demonstrate a strong sense of belonging to the school, and enjoy the warm and supportive relationships with their teachers and peers. Student leaders are highly responsible and willing to serve their fellow schoolmates, displaying leadership skills.

3.8.2 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 Hong Kong Diploma of Secondary Education (HKDSE) Examination were above 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 as expected.

3.8.3 Students actively participate in a wide range of co-curricular activities and external competitions. They attain pleasing results with various group and individual awards in the Hong Kong School Speech Festival and inter-school sports competitions. They have impressive achievements in the Hong Kong School Dance Festival and won group awards for many years. Students are also awarded prizes in community services, reflecting their commitment to the school's mission of serving others.

4. Conclusion and Way Forward

The development directions of the school are student-centred, well addressing students' learning needs and wellness. In recent years, the school has strived to cultivate students to be active learners with 5C competencies, namely collaboration, communication, critical thinking, creativity and the ability of connecting knowledge with current affairs. With steadfast support from the alumni, parents and partnership with non-governmental organisations, the school nurtures a caring and supportive learning environment for students. A strong collaborative culture is formed among teachers. Students are offered a variety of diversified learning experiences, such as cross-curricular projects, which allow meaningful application of cross-disciplinary knowledge and skills, and foster their whole-person development. Good effort has been devoted to implementing multifaceted values education as well as nurturing students' sense of national identity and their commitment to serving others. A comprehensive plan is well in place to address students' mental health and resilience, complemented by systematic life planning education. Students are well-mannered and polite, and exhibit a strong sense of belonging to the school. They actively participate in various activities and competitions.

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

- 4.1 There is room for improvement in the evaluation of work effectiveness against the targets. To better inform planning for continuous development, the school management should conduct a holistic review of work effectiveness with more integrative use of school self-evaluation data and information.
- 4.2 Group tasks for high-calibre students remain simple, focusing mainly on eliciting facts and information, while teachers' questions lack variety and depth. Teachers should infuse more challenging components in learning tasks and activities to enhance students' analytical thinking and creativity, and deploy a wider range of questions to promote higher-order thinking.