



External School Review Report Concluding Chapter

CNEC Christian College

School Address: 6 Lei Pui Street, Kwai Chung, New Territories

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 demonstrates significant improvement in self-evaluation work to drive its continuous development. A whole-school approach is rightly adopted to increase transparency in the decision-making process and heighten teachers' sense of ownership over future initiatives. The school optimises the use of external resources by inviting scholars from local and non-local tertiary institutions to deliver academic lectures at school, and launching a "University-High School Mentor Programme" where the more able students are given opportunities to meet university professors and lecturers in person to learn about personal development. Alongside enhancement of students' skills in creating personalised notes and noticeable progress of STEAM education, a robust reading culture is promoted through different activities and external partnerships. Alumni play an active role in fostering students' growth by offering valuable insights into diverse career paths and providing mentorship to guide students on their academic journeys. Diversified measures are adopted to promote the target proper values and attitudes and students' mental well-being. Students exhibit politeness and a strong sense of belonging to the school. They actively participate in a wide range of uniformed groups and co-curricular activities.

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

- The evaluation of school work heavily focuses on work completion and quantitative data, while concrete review of students' holistic performance towards the targets is lacking. The school management should set concrete expected learning outcomes for the targets, which would facilitate a more in-depth review of student performance and better inform future planning.
- The junior secondary (JS) curriculum does not cover all core learning elements in a few Key Learning Areas. The school management should ensure a comprehensive coverage of curriculum contents at the JS level as soon as possible, so as to help students build a solid knowledge foundation for progressing to the next stage of learning. Moreover, the strategies for enhancing students' active participation and addressing the learning needs of the more able students in the lesson have to be strengthened. Teachers should create a more open classroom environment that motivates students to ask questions and actively participate in learning, and provide talented students with challenging tasks to stretch their potential.