

External School Review Report Concluding Chapter

**Hoi Ping Chamber of Commerce
Secondary School**

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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 a strong commitment to fostering the whole-person development and lifelong learning of students, underpinned by visionary leadership and rigorous self-evaluation practices. With the concerted efforts of a dedicated teaching team, the school sets strategic directions and clear development priorities aligned with its vision and mission, addressing the diverse needs of its students. The development plans are devised and implemented through a whole-school approach, with progress regularly monitored and timely support provided to promptly address the concerns of the teaching team. The effectiveness of the school's initiatives is assessed through the use of quantitative and qualitative data, which are analysed and discussed at different levels and then holistically reviewed to inform future planning for continuous development. The school offers a broad curriculum enriched with a variety of learning activities within and beyond the classroom. In the last development cycle, it successfully expanded students' participation to the wider community through study tours and service learning. Such experiences support students' academic and personal growth, broadening their horizons and promoting their physical and mental well-being. The school also fosters self-directed learning by adopting measures such as e-learning and supportive techniques like effective note-taking, and enhances students' information literacy through various subjects and talks. Students are polite and respectful, forming close bonds with their peers and teachers. They are committed to their studies and achieve pleasing results in both academic and extra-curricular endeavours.

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

- The junior secondary (JS) curriculum does not cover all essential learning elements in the Personal, Social and Humanities Education and Technology Education Key Learning Areas and in Constitution and Basic Law education. The practice of advancing some senior secondary (SS) curriculum topics further restricts the coverage of the fundamental components at the JS level. The school should promptly undertake a comprehensive review of the JS curriculum to ensure all core elements are included to help students develop a solid foundation of knowledge for their studies at the SS level.
- The strategies for catering for learner diversity in lessons are limited. Teachers should expand their approaches to address the varied needs and abilities of students, such as trying out diverse questioning techniques to promote higher-order thinking and providing more specific feedback to guide students' improvement effectively. Teachers are also advised to enhance the design of group tasks to ensure meaningful

collaboration among students, allowing those with different abilities to contribute and learn from each other.