

External School Review Report Concluding Chapter

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**(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.

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The boarding section of the school has been in operation since 2023. Displaying strong professional leadership, the school management meticulously reviews school development and student needs, builds consensus among stakeholders, and rallies their support for the implementation of various priority tasks. Under the active promotion of the school management, collaboration between the school and the boarding sections has become increasingly close, steadily progressing towards the integration of the two sections. The school has been enhancing professional exchanges among teachers through methods such as focused lesson observations and lesson discussions, gradually improving the effectiveness of classroom learning and teaching. The school places great emphasis on fostering students' proper values. In addition to continuously providing more opportunities for service learning, it promotes the integration of values education elements into subject learning across various disciplines, naturally combining them with life skills training. Students demonstrate initiative in their learning and are eager to serve their peers. Cross-professional support and parental assistance in extended training help students apply what they have learned in the classroom in different scenarios, laying a foundation for their transition to their daily lives after they have left school. The school also appropriately connects Chinese cultural elements with subject learning, effectively integrating cognition, affection, and action in cultivation of students' national identity. To enhance the quality of students' leisure time, the school has actively promoted "Multiple Intelligences Lessons" in recent years, strategically arranging life-wide learning activities and increasing parent participation. The school and parents work hand in hand to support students' development, making their leisure time more fulfilling.

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

- The effectiveness of school self-evaluation needs improvement. The school has to set development goals with a focus on student performance and establish clear expected learning outcomes. At the same time, it should make good use of both qualitative and quantitative self-evaluation data to assess work effectiveness from a holistic perspective, thereby enhancing the efficacy of self-evaluation.
- There is room for improvement in the school's curriculum planning and adaptation. The school should ensure that subject panels fully cover the core learning content and conduct in-depth analyses of the performance assessment data. They should make good use of the evaluation findings to inform curriculum planning and design differentiated teaching strategies to better cater for students' abilities and needs.

Additionally, the school has to strengthen teachers' professional development in relevant areas, including information literacy education and STEAM education, to ensure the effective implementation of the related work.