

External School Review Report Concluding Chapter

Hong Kong Taoist Association

Tang Hin Memorial Secondary School

**School Address: Choi Yuen Estate, Sheung Shui,
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's continuous development is propelled by the effective Planning-Implementation-Evaluation cycle. With the transparent use of the school self-evaluation data, a shared understanding of student needs is achieved. The school development focuses are meticulously crafted based on a data-driven assessment of previous outcomes and a keen awareness of educational trends and the seven learning goals. The school management strives for excellence. Middle managers and teachers are dedicated and responsive and their collaborative endeavour has driven continual enhancements in various initiatives advocated by the school. Different stakeholders actively engage in supporting school development. The school maintains robust connections with external organisations and professionals, fostering a strong network of collaboration and thus enhancing the capacity to provide enriched opportunities and resources for students. The school curriculum is characterised by its diverse learning experiences, designed to empower students to achieve their full academic potential. In line with the school motto, values education incorporating Confucianism and Taoism is well integrated both in and outside the classroom, nurturing students to embody "Tanghinian" virtues of moral integrity and academic excellence. The school is making significant strides in promoting STEAM and national security education. Thoughtful strategies are implemented to nurture students with essential qualities of future leaders, ranging from promoting a healthy lifestyle to fostering a caring and harmonious environment. The life planning education and leadership training further strengthen students' future endeavour. Students are well-disciplined, polite and humble. While students are studious, they are active in different activities and proud to be "Tanghinian".

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

- The school has put great emphases on fostering students' thinking skills and achieving the best learning outcomes. Building on the established open and collaborative culture among teachers, peer lesson observations with specific focuses could be promoted. In view of the high calibre of students, teachers are encouraged to use different levels of questions to stimulate thinking and provide more opportunities to facilitate their engagement in lessons to further enhance learning and teaching effectiveness and unleash their potential.