

# **External School Review Report Concluding Chapter**

**NTHYK Tai Po District Secondary School**

**School Address: Tai Yuen Estate, Tai Po, New Territories**

**(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.

# Concluding Chapter

The school's self-evaluation process is transparent. The school management appropriately leads the teaching team to explore future development directions collectively, building consensus among teachers. The major concerns formulated by the school align with students' learning and development needs. In the previous school development cycle, a task force was specifically set up to strengthen the use of self-evaluation data. The school management makes good use of various resources to drive the school's continuous development, and plans well for personnel changes, demonstrating its leadership capabilities. The school provides students with rich and diversified learning activities in and outside the classroom, and deepens their learning through experiential learning. In recent years, the school has also focused on developing students' self-learning abilities and enhancing the curriculum and co-curricular activities in STEAM education. The school attentively cares for students' development needs. Apart from strengthening values education, it nurtures students' good character and behaviour in and outside the classroom, with national identity as the core, guiding students to understand our country's history and development, and Chinese culture. In line with the slogan of "Dynamic, Optimistic and Creative", the school enriches students' learning experiences through diversified learning activities such as physical and aesthetic activities and service learning. The school provides comprehensive life planning education, gradually guiding students in shaping their future development paths. It is also dedicated to supporting students with special educational needs, helping them enhance their social and emotional regulation skills. Students are attentive in class and during co-curricular activities. They enjoy school life, have a sense of belonging to the school, and are willing to participate in co-curricular activities in and outside the school.

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

- Although the school has continuously refined its self-evaluation work, there is still room to enhance its effectiveness, including improving planning and evaluation. The school management should strategically prioritise its development focuses based on the school context, students' needs, and the urgency and importance of tasks. The year-end evaluation should focus on the objectives of the major concerns and include a holistic review of students' performance in order to enhance the effectiveness of the "Planning-Implementation-Evaluation" cycle.
- The school's performance in planning the junior secondary curriculum, and classroom learning and teaching needs improvement. In view of the current

inadequacies in the curriculum planning for the junior secondary Putonghua subject and the Personal, Social and Humanities Education Key Learning Area, the school has to make reference to the curriculum guides prepared by the Curriculum Development Council and promptly supplement the relevant learning content for students at respective year levels. Subject panels should guide teachers in improving questioning techniques and addressing learner diversity in lessons. This includes effectively utilising external support and lesson study programmes, exploring various levels of questioning to enhance students' deeper thinking, and arranging collaborative group activities tailored to students' learning abilities and needs, so as to leverage the effect of peer learning.