

# **External School Review Report Concluding Chapter**

**Pentecostal Lam Hon Kwong School**

**School Address: Yue Tin Court, Shatin, 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.

# Concluding Chapter

The school attaches great importance to students' needs, which serves as the key driving force in shaping the major concerns. Good progress is observed in the use of qualitative and quantitative school self-evaluation data to evaluate the effectiveness of school performance in the "Planning-Implementation-Evaluation" (P-I-E) cycle. Guided by strong Christian faith, the school management nurtures a caring environment, establishing solid relationships among stakeholders. Active participation from alumni and community partners expands educational opportunities for students. The school curriculum is broad and diversified, providing students with extensive learning experiences, developing their potential and preparing them to be responsible servant leaders. An enduring emphasis is placed on STEAM education to foster innovation and creativity among students. The school strategically integrates different development focuses into the signature drama programmes through cross-curricular collaboration, enhancing students' engagement, confidence and generic skills, such as collaboration and problem solving skills. Students exhibit outstanding communication skills with impressive language proficiency, thriving in a supportive atmosphere that encourages both academic and personal development. Increasing awareness and multiple measures are well in place to promote students' mental health. While students are studious and actively participate in the lesson, they are passionate about joining a wide range of activities. Students and teachers interact closely, demonstrating a harmonious relationship. Aligning with its vision and mission, the school has successfully created an enjoyable learning and teaching environment for students.

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

- While there has been a significant improvement in the recent evaluation for the current School Development Plan, the effectiveness of P-I-E should be continuously enhanced to facilitate school development. A holistic plan with clear objectives for values education across different subject panels and departments is needed to further increase the effectiveness of evaluation.
- Given the high calibre of students, teachers should set higher expectations and ask more challenging questions in classroom learning to unleash their potential. To better cater for students' diverse learning needs and abilities, effective strategies should be implemented. In particular, they should be encouraged to take a more proactive role in note-taking and pre-lesson tasks.