

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 school organises various professional development activities to foster the professional growth of the teaching staff, and grooms a second-tier management team by providing training in professional management knowledge and skills. In alignment with its motto of “Love, Respect, Diligence and Integrity”, the school develops its values education curriculum to nurture students’ character. Through house activities, students develop a sense of belonging to the school and enhance their team spirit. With the “Pak Keung Student Leaders” service positions in place, able-bodied students are paired with wheelchair students to provide services within the school, cultivating their sense of responsibility and commitment. The school employs various strategies to help students adopt a healthy lifestyle, with a focus on their physical and mental well-being. Students are neat, tidy, kind and friendly. They show a keen interest in learning, actively participate in learning activities both in and outside the classroom, and maintain good relationships with their peers and the teaching staff.

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

- The effectiveness of the school’s self-evaluation needs to be enhanced. The school management should lead the subject panels and committees in setting clear and specific targets and strategies, regularly review their work progress, and promote their collaboration. It should also build consensus among the teaching staff, formulate success criteria based on the expected student learning outcomes, and conduct analysis using qualitative and quantitative self-evaluation information and data in an integrative manner. This can optimise the use of the “Planning-Implementation-Evaluation” cycle and promote the school’s continuous development.
- The school has yet to clarify the scope of work among different committees. The school management should clearly define the roles and responsibilities of different committees and managers at various levels to enhance transparency in school management. It should lead teachers in implementing the school’s development work and enhance their assessment literacy, enabling them to analyse students’ learning progress and formulate specific follow-up measures, such as adapting the curriculum and teaching strategies.