

# **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.

# Concluding Chapter

The school management actively takes the lead in monitoring and supporting subject panels and committees, guiding them to innovate and seek change. It encourages the team to continuously reflect and improve, promoting teachers' ongoing refinement of teaching practices and enriching students' learning experiences. The school effectively fosters team cohesion, co-ordinates the work of subject panels and committees and utilises resources in a timely manner, enhancing cross-domain communication and collaboration. By closely integrating learning experiences within and beyond the classroom, the school effectively builds students' confidence in learning, inspires their potential, and fosters a sense of achievement. In response to students' learning needs, the school appropriately integrates its school-based curriculum and complements it with the "Rainbow Train Point Reward Scheme". This initiative is designed to enhance students' proactiveness and enthusiasm in participating in diversified learning experiences both in and outside the school. It encourages students to make the most of their leisure time, develop their strengths, and apply what they have learnt in the classroom to their daily lives, thereby boosting their confidence in adapting to society. The school is dedicated to promoting fun-filled STEAM education activities, allowing students to draw creative inspiration from campus life and apply their problem solving skills. Parents actively participate in various aspects of school work, and their feedback is beneficial in extending students' learning and therapy at home. The school section, boarding section, and parents collaborate closely to support the healthy and happy growth of students. In the classroom, students actively demonstrate their learning outcomes. They are well-disciplined and receptive, emotionally stable, willing to communicate, and eager to take on responsibilities. Many students have won numerous awards outside the school, particularly excelling in physical and aesthetic achievements.

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

- The school's self-evaluation effectiveness is generally satisfactory, but the targets of developmental work are rather broad, and clear expected learning outcomes have not yet been formulated for some success criteria. The school needs to set more focused targets and define clearly the expected learning outcomes for students, particularly in values education and information literacy. This will facilitate evaluation against student performance and enhance the effectiveness of the evaluation.