

External School Review Report Concluding Chapter

**Pok Oi Hospital 80th Anniversary
Tang Ying Hei College**

**School Address: 2 Tong Yin Lane, Tseung Kwan O,
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.

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The school is committed to promoting “Invitational Education” by leveraging the campus environment and facilities, and the collective efforts of various stakeholders. Strategic measures are in place to create different learning opportunities for students in and outside the classroom. For example, the school introduces an additional elective subject for senior secondary students and arranges a variety of co-curricular activities on “Happy Friday”. Diversified training and experiences in areas such as tea art, sport, arts, innovation and technology, and career-oriented programmes are provided to cater for the varied interests, talents and needs of students. The school has successfully fostered an open learning atmosphere. Teachers nurture students with respect, trust and care, and encourage them to participate in various activities and competitions. Students are given opportunities to develop and showcase their potential through different platforms, gradually cultivating their interest and sense of responsibility in learning, and enhancing their confidence. The school management places significant importance on teachers’ professional development, organising appropriate training activities that align with the school’s development focuses and educational trends. Various communication channels have been established to facilitate consensus building. The school has actively followed up on the recommendations of the last ESR, optimising teaching strategies, such as implementing differentiated instruction and nurturing students’ self-learning abilities, to enhance learning effectiveness. Some positive results have been achieved. By utilising the school-based database, the school effectively identifies students’ characteristics and needs, and arranges appropriate learning activities for them. The school helps students practise proper values through award schemes and community services. A systematic approach is adopted to develop students’ leadership skills and facilitate their life planning. The school actively promotes the Chinese culture and nurtures students’ sense of national identity. Students are diligent and polite, and maintain a good relationship with teachers and peers. They enjoy school life, are willing to try different activities, and display a strong sense of belonging towards the school.

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

- The school has not fully focused on the targets of the major concerns in conducting self-evaluation, which affects the effectiveness of evaluation. The school should set specific expected learning outcomes, and evaluate its work effectiveness against student performance with an integrative use of qualitative and quantitative self-evaluation information and data.

- The school has not covered all the core learning elements of the Personal, Social and Humanities Education Key Learning Area (KLA) and the Technology Education KLA at the junior secondary (JS) level. To help JS students build a solid knowledge foundation for smooth transition to the senior secondary level, the school should improve the curriculum planning at the JS level in accordance with the relevant curriculum guides issued by the Curriculum Development Council.