

# **External School Review Report Concluding Chapter**

**Pui Kiu Middle School**

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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

Adopting “fostering Chinese culture” as its core mission, the school dedicates itself to cultivating students with a sense of national identity and global perspective. Aligning with the national development strategies and curriculum development trends, the school has a clear direction for development and vigorously promoted innovative technology education in recent years. Through collaboration among subjects, the school has systematically planned its STEAM education curriculum. Ample opportunities have been provided for students to engage in “hands-on and minds-on” learning, equipping them with scientific process skills. The school is also committed to nurturing students’ reading habits and promoting language learning through using an electronic reading platform, which enhances students’ reading volume and broadens their reading scope. Such an arrangement can facilitate students in fostering their habits and abilities for self-directed learning. All along the Incorporated Management Committee, alumni, parents, and other stakeholders have made concerted efforts in supporting students’ whole-person development. By providing diversified field trip activities and learning experiences both in and outside the classroom, the school embodies the principle of “Read ten thousand books and travel ten thousand miles,” enabling students to gain a multi-dimensional understanding of our country and the world. This effectively enhances their learning motivation and deepens their understanding of choices for further studies and future opportunities. The school’s values education is well-planned, closely integrating cognition, affection, and action. The school upholds the tradition of having class teachers as learning facilitators, setting appropriate developmental focuses by levels to cultivate students’ relevant values and attitudes. In recent years, the school has addressed students’ needs by focusing on mental health, physical and aesthetic development, striving to help students adopt a healthy lifestyle. The results are gradually becoming evident. Students are attentive and receptive, demonstrating good proficiency in Cantonese and Putonghua, and readiness to express their ideas in English. They are generally polite and disciplined, care for our motherland, and actively participate in exchange activities to learn more about the world.

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

- There is still room for improvement in the school’s self-evaluation effectiveness. The school should make an integrative use of qualitative and quantitative self-evaluation information and data to triangulate the evaluation results in order to assess the attainment of objectives holistically and ensure more effective feedback for school-level planning. The school management also needs to strengthen its

gatekeeping role by guiding their teachers to implement the school's development focuses and ensuring the quality and effectiveness of their work.

- The Personal, Social and Humanities Education, Technology Education, and Science Education Key Learning Areas at the junior secondary level have yet to fully cover all core learning elements. The school has to promptly refine the junior secondary curriculum planning by making reference to the relevant curriculum guidelines prepared by the Curriculum Development Council, to help students establish a solid knowledge foundation.