

External School Review Report Concluding Chapter

The Jockey Club Hong Chi School

School Address: 29 Wood Road, Wan Chai, Hong Kong

**(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 fosters team cohesion to collectively support students in their joyful growth. It leverages both internal and external resources to enrich students' learning experiences. Through engaging and diversified artistic creations such as musicals, choirs and ceramic art exhibitions, the school encourages students to express their emotions, develop personal interests and build self-confidence, while promoting community integration. Overall, the school curriculum embodies the educational vision of “Learning to Know, Learning to Do, Learning to Live Together, Learning to Be”, which includes valuing life education, nurturing students' emotional awareness, caring about oneself, and the development of healthy interpersonal relationships. The school attaches importance to supporting non-Chinese-speaking students in learning Chinese, helping them integrate into school and their life in the community as soon as possible. It is also committed to equipping students with life skills through life planning education, enabling them to make quality life choices and guiding them to set personal goals for practising positive behaviours and serving others. The school upholds the principle of home-school cooperation in nurturing students, encouraging parents to participate in parent-child activities, and even extending some training programmes to students' homes to deepen and consolidate their learning outcomes. In the classroom, students show interest in learning. They are emotionally stable and mostly able to express themselves in various ways. Students are responsible, engaged in service and are willing to take up the roles of “Shine Ambassadors” and “Shine Agents” of their peers, and contribute to the community.

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 needs to be enhanced. The school needs to better understand the progress of subject panels and functional committees in implementing priority tasks, so as to provide timely support and co-ordination. It also needs to promote in-depth understanding of self-evaluation principles among subject panels and functional committees, focusing on student performance and conducting a holistic review of work effectiveness.
- There is room for improvement in the school's performance in information literacy education and use of assessment. Teachers' understanding of educational development trends, especially in information literacy education, has to be strengthened. Teachers' assessment literacy also has to be enhanced to help them identify students' learning difficulties and provide appropriate follow-up at the subject level, thereby effectively leveraging assessment results to inform curriculum

planning.