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 leads the school to make steady progress. In response to educational trends and students' needs, the school effectively utilises resources to provide students with rich learning experiences, facilitating their whole-person development. The school has made significant progress in promoting cross-disciplinary collaboration, including making good use of the school's unique "Eco Garden" to organically integrate learning elements from different subjects. This enables students to learn in authentic contexts, enhances their learning interests, and promotes environmental education. Students understand the importance of environmental protection and learn to respect life. The development of STEAM education is steady, with activities designed to allow students to explore innovative technologies, and apply cross-disciplinary knowledge and skills in an integrative manner to solve real-life problems. In addition to fostering students' interests in emerging technologies, the school also places importance on cultivating their information literacy. It systematically implements values education and thoughtfully designs school-based teaching materials, using everyday life stories and contexts to nurture students' proper values and attitudes. The school has set up channels such as the "Chor Si Post Office" to promote mutual care between teachers and students, creating a caring atmosphere. It also provides various service opportunities and award schemes that help students practise good character. The school has successfully established a positive culture of caring and mutual support. Students enjoy campus life and demonstrate a strong sense of belonging to the school.

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

- The effectiveness of school self-evaluation needs improvement. When formulating major concerns, the school should enhance teacher participation in exploring its development directions, thereby effectively building consensus. The school should draw up clear development goals and strategies to ensure that subject panels and committees devise appropriate targets and implementation strategies in close alignment with the school's development focuses. When reviewing work effectiveness, the school should make an integrative use of qualitative and quantitative self-evaluation information and data, evaluate work effectiveness against student performance, and make good use of feedback to inform planning.

- There is room for improvement in the effectiveness of classroom learning and teaching. In nurturing students' self-directed learning capabilities, the school should cultivate students' habit of using relevant learning strategies and guide them

to strengthen their self-directed learning capabilities through self-planning, monitoring, evaluation, and improvement.   To cater for learner diversity inside the classroom, teachers should enhance their questioning and feedback techniques to stimulate students' thinking and increase the collaborative elements in group learning activities to effectively achieve peer learning.   The school should also make good use of existing professional exchange platforms to encourage teachers to deploy diversified teaching strategies to better address students' learning diversity.