

External School Review Report Concluding Chapter

Chi Yun 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.

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The school management effectively fosters close communication between the school section and the boarding section, thoughtfully arranging professional exchanges between staff from both sections to enhance their understanding of boarders' abilities and interests, so as to support their growth collaboratively. The school also participates in external support programmes to strengthen the professional capacity of its teaching staff. The school curriculum offers rich learning experiences that actively encourage students to explore personal interests and self-understanding. It broadens their horizons and develops their ability to make informed choices, express personal preferences, and communicate effectively with others. The school is committed to cultivating a reading culture, gradually enhancing students' interest in reading. It places emphasis on supporting non-Chinese speaking students in learning Chinese through drama, and consolidates classroom learning through community-based practices. The school has established a Performing Arts Group to provide arts education opportunities for students aspiring to pursue artistic creation, helping them build confidence. Upholding the mission of home-school partnership in nurturing students, the school actively encourages parental involvement in parent-child activities and extends the "Positive Behaviour Reward Programme" to the family level. In the classroom, students are generally engaged in learning and display stable emotional status. Student leaders perform their duties conscientiously and competently.

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 still requires further improvement. The school should formulate objectives that are closely aligned with student learning outcomes to enhance the evaluation effectiveness and strengthen the monitoring of subject panels and committees in the implementation of key tasks.
- There is room for improvement in curriculum planning and learning assessment. The school should strengthen its overall curriculum planning and enhance teachers' assessment literacy, particularly in values education, to enable teachers to accurately grasp students' learning progress and provide appropriate feedback for subsequent learning stages.