

External School Review Report Concluding Chapter

Choi Jun 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 actively fosters a caring and supportive campus atmosphere, unleashing students' potential and helping them adapt to the society in the future. In recent years, the school management has led the team to implement reforms, including reorganising the administrative structure, strengthening teachers' professional development, and promoting professional learning communities for science subjects in the district, thereby steering the school towards steady progress. The school provides a broad and balanced curriculum. It has taken the initiative to form clusters with the primary schools and special schools in the district, together with the neighbouring secondary schools, to share subject resources on science and exchange teaching experiences, and implements Primary Science in an orderly manner. In line with students' needs and educational trends, the school capitalises on new technologies to design diversified and engaging teaching activities closely connected to students' everyday life, which enhances their learning motivation. It continuously refines the strategies for promoting reading and broadens students' reading scope to gradually strengthen their reading interest and abilities. The school refines life planning education and makes good use of the school-based award scheme to enhance students' capacity for decision making. It organises engaging lunchtime activities for students to participate in according to their interests. Through the Talent Development curriculum and life-wide learning activities, it broadens students' diverse experiences and develops their potential. The school is committed to promoting a healthy lifestyle through providing school-based comprehensive Physical Fitness curriculum and various sports programmes, regularly monitoring students' weight, and providing timely dietary advice. The school values home-school cooperation, working in collaboration with parents to foster students' holistic development. In addition, a cross-professional team provides individual support based on students' needs and has established a "Three-Tier Support Framework for Emotional and Behavioural Needs" to follow up on students with emotional and behavioural difficulties. Students are modest and receptive, neat in appearance and friendly. They enjoy campus life, displaying vitality; they actively participate in both internal and external activities and competitions, excelling particularly in sports.

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

- There is room for improvement in school self-evaluation. When evaluating work effectiveness, the school tends to focus on the degree of completion and frequency of tasks by staff members or subject panels and committees. It should set development targets that focus on student performance and define clear expected learning outcomes. At the same time, it should make good use of both qualitative and quantitative evaluation information and data to assess the effectiveness of work against these targets from a holistic perspective to better inform future planning.
- The school still needs to improve its planning for information literacy and values education. It should formulate clear and specific development directions and

overall plans for information literacy and values education, leading subject panels and committees to work in collaboration in order to implement the work more systematically.