

External School Review Report Concluding Chapter

**Ho Dao College (Sponsored By Sik Sik
Yuen)**

School Address: 11 Hung Shun Road Yuen Long New Territories

**(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 is committed to promoting student-centred whole-person education, and its development directions are generally in line with students' needs. The school management actively engages the teaching team in school self-evaluation (SSE). In addition to arranging for middle managers to lead subject panels and committees in analysing SSE data and reviewing the implementation of development plans, teachers are invited to offer suggestions on the school's future development directions. The process of SSE is transparent. The school plans its curriculum in response to educational trends and offers a variety of elective subjects according to students' interests, including Applied Learning courses, to facilitate their exploration of multiple pathways. The school-based Innovation and Technology curriculum collaborates with various subjects to plan project learning activities, which incorporate artificial intelligence, coding, and virtual and augmented reality technologies. These arrangements enable students to integrate knowledge across subjects effectively and enhance their generic skills. The school also places emphasis on fostering a reading culture, with the library and different subject panels jointly organising activities to enhance students' reading interest. The school's STEAM education activities are closely connected to students' daily lives and provide hands-on learning experiences, enabling them to consolidate and apply their learning in Science and Design and Technology, and to progressively develop their problem-solving and logical thinking skills. The school fosters students' proper values and attitudes through diverse learning experiences, including promoting national education through activities in and outside the classroom. It also places importance on nurturing a healthy lifestyle among students through a range of strategies that support their physical and mental development. During the current school development cycle, the school has enhanced life planning education to help students systematically analyse their personal attributes and interests at different stages of growth. Students are modest, friendly, polite and courteous. They actively participate in ball games after lunch and after school, and are eager to serve others.

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

- The overall SSE effectiveness needs to be further enhanced, including both planning and evaluation. The school should set more specific development targets and promote collaborative efforts among subject panels and committees to implement related initiatives. It should also make comprehensive use of both qualitative and quantitative self-evaluation data, and conduct evaluation with a focus on student performance, so as to effectively implement the SSE cycle and foster continuous school development.
- The learning and teaching effectiveness still has room for improvement. The school should continue to support teachers in refining lesson design so that questioning and feedback techniques can be used effectively to deepen students'

thinking and to develop their thinking and presentation skills. Greater opportunities should also be provided for students to participate in classroom activities to enhance their engagement in learning. In addition, the school should strengthen its support in catering for learner diversity to address the learning needs of students of different abilities.