

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.

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The school's development directions are in line with its school context and students' needs. A regular school self-evaluation (SSE) mechanism has been established and is coordinated by a designated team, gradually enhancing teaching staff's awareness of and skills in self-evaluation. The school management aspires to strengthen the coordinating capacity of middle managers progressively and, through the strategic use of external resources, continuously refine the school-initiated "My Kitchen" Cooking Competition, which is conducive to fostering team cohesion and collaboration. The curriculum is generally well organised, with an emphasis on the application of skills, so as to better equip students to live independently and adapt to society. The school promotes STEAM education through experiential activities which enable students to develop a foundational ability to integrate and apply knowledge and skills in hands-on practice. Most teachers are able to arouse students' interest in learning and actively encourage them to make attempts, generally creating a positive atmosphere. Home-school cooperation has been strengthened, and a positive culture is gradually being built collaboratively. The school is committed to further developing its parent academy, with some parents actively serving as volunteers. Through whole-school interest group activities, students' horizons are broadened and opportunities are provided for them to showcase their ceramic works. The school also adopts a multi-pronged approach to progressively enhance students' physical fitness and social development, while striving to help students with different levels of oral ability express themselves in diversified ways. Students perform particularly well in the arts, with the more able ones demonstrating initiative and confidence.

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 SSE effectiveness. The school management has to formulate focused targets linked to students' specific learning outcomes and devise corresponding strategies. When implementing priority tasks, the school needs to further build consensus among subject panels and committees and keep track of their progress in carrying out these tasks. In evaluating work effectiveness, due attention should also be given to student performance.
- The school needs to step up efforts to promote teachers' professional training so as to better embody the learning, teaching and assessment cycle. Teachers are conscious of catering for students' abilities and needs in their teaching. Building on this, the school should further strengthen teachers' skills in addressing learner diversity in the classroom, by providing appropriate scaffolding and challenge to support and extend students' learning. After identifying students' learning difficulties, teachers should also systematically record and follow up on them. At the same time, the school needs to enhance teachers' capacity to connect subject content naturally with elements of values education, and to provide authentic life contexts to facilitate students' understanding.