

External School Review Report Concluding Chapter

Hong Chi Pinehill No.2 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.

Concluding Chapter

The school management actively fosters team spirit, cultivates a caring and supportive culture, and promotes communication among its staff in both the school and the boarding section to facilitate the school's continuous development. The school makes good use of various resources to enhance the professional capacity of its teaching staff through diverse professional development activities including learning circles and school-based support programmes. It formulates development directions based on students' needs and the its own specific context, striving to build a healthy campus that supports the physical, mental and spiritual well-being of different stakeholders. The school helps students establish a healthy lifestyle through a variety of strategies and cross-professional support; it also enriches students' learning experiences and nurtures proper values and attitudes through a range of learning activities. The school places due emphasis on national security education and it strengthens students' understanding of the culture and history of our country through campus displays and thematic activities arranged with reference to the "National Education—Event Planning Calendar. To better prepare students for the transition to adulthood, the school continues to optimise its school-based life planning education and encourages home-school cooperation. The boarding section maintains close communication with parents, which helps enhance their skills and confidence in caring for their children. Students are modest and polite, neat and tidy in appearance, and are attentive to teachers' guidance. They have harmonious relationships with teaching staff, actively participate in various learning activities, and enjoy school life.

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

- The effectiveness of the school's self-evaluation needs to be enhanced. The school management should formulate targeted strategies aligned with the school's development direction, strengthen professional leadership, monitor work progress in a timely manner, and lead subject panels and committees in implementing priority tasks. The school should also review its work effectiveness by conducting an integrated analysis of both qualitative and quantitative self-evaluation information and data, thereby enhancing the effectiveness of the "Planning-Implementation-Evaluation" cycle.
- There is still room for improvement in the school's curriculum planning. The school needs to appropriately review its overall curriculum planning, taking into account students' abilities, interests and actual circumstances, with reference to the curriculum guidelines, in order to enrich students' learning experiences and further manifest the principle of "one curriculum framework for all".