

External School Review Report

Concluding Chapter

Pui Ling School of The Precious Blood

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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 is able to formulate its development directions in accordance with students' learning and developmental needs, while keeping abreast of the latest educational trends. The school management effectively deploys a range of resources to facilitate the implementation of priority tasks and strategically plans professional development programmes to enhance teachers' professional capacity. The school actively builds strong partnerships with parents, alumni and community organisations, collaboratively organising a wide array of life-wide learning activities to enrich students' learning experiences. Subject panels and committees have fostered a collaborative culture by jointly promoting Reading across the Curriculum and STEAM education, enabling students to integrate and apply interdisciplinary knowledge and skills. A comprehensive framework for promoting values education has been developed, encompassing cognition, affection and action. Through diversified learning activities, students' proper values and attitudes are nurtured systematically. The school also places strong emphasis on students' physical and mental well-being, actively supporting them in adopting healthy lifestyles and fostering a caring and positive campus environment. It also promotes a culture of mutual appreciation and peer support, which helps build students' confidence and strengthens their sense of belonging to the school. Students are generally well-behaved and receptive. They enjoy school life and actively participate in both internal and external activities and competitions. Student leaders are committed to serving their peers, demonstrating a strong sense of responsibility and performing their duties conscientiously.

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 self-evaluation requires further improvement. In alignment with its development priorities, the school should formulate clear expected student learning outcomes and adopt these as success criteria. It should also make more systematic use of both qualitative and quantitative data to review the impact of the initiatives on students' learning and development, thereby evaluating the overall effectiveness.
- There remains room to further enhance the effectiveness of classroom learning and teaching. Greater attention should be given to optimising the design of group activities by incorporating the elements of communication and collaboration, so as to facilitate co-construction of knowledge and enhance the effectiveness of peer learning. Moreover, the quality of questioning should be further improved by posing higher-order thinking questions to stimulate students' deeper thinking.