

External School Review Report Concluding Chapter

Shatin Pui Ying College

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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 has formulated appropriate development directions to cater for students' needs, with the core value of "Let Our Students Shine" permeating its ethos and practices. The school attaches importance to aesthetic development. The school-based drama curriculum and the Integrated Arts programme broaden students' exposure to diverse art forms. The biennial English musical has become a signature event of the school, cultivating students' artistic sensibilities and language competence, and providing valuable opportunities for them to shine. This theatrical experience effectively enhances their confidence and fosters personal growth. Through values education and service-learning activities, the school nurtures students' leadership skills and other proper values and attitudes, including empathy, responsibility and commitment. National education is smoothly promoted through experiential learning, with a range of exchange programmes to the Mainland covering diverse themes. These initiatives deepen students' understanding of the history and latest scientific achievements of our country. In response to the development of digital education, the school actively explores the integration of artificial intelligence (AI) into learning and teaching. Professional development activities are strategically planned, and school-based policies on the responsible use of AI provide clear guidance for both teachers and students. Systematic life-planning education is also in place. Alumni are invited to share their experiences of further studies and career development, while partnerships with external organisations provide workplace visits and job-shadowing opportunities to broaden students' horizons. With the concerted efforts of dedicated teaching staff and supportive parents and alumni, the school continues to provide rich learning experiences that foster whole-person development. Students demonstrate enthusiasm for learning, respect for teachers and a strong willingness to serve. They exhibit outstanding leadership qualities, artistic talents and language proficiency, and have achieved good results in territory-wide competitions.

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

- The current implementation strategies should address the targets more specifically, although the school's development directions are appropriately formulated. To enhance students' emotional awareness and promote their well-being more systematically, the school should engage subject panels and committees in devising agreed implementation strategies which are clearer and more concrete. Greater attention should also be paid to clarifying the reasons behind students' lack of regular exercise routines, with deliberate planning to promote physical activities for balanced growth and as a means of stress relief.