

External School Review Report

Concluding Chapter

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Hoh Fuk Tong College

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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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Since the last External School Review (ESR), the school has made continuous improvement in its self-evaluation. Its major concerns can meet students' needs, with clear targets and practicable strategies. The school is generally able to utilise both qualitative and quantitative self-evaluation information and data to evaluate its work effectiveness. It has made good use of the EDB assessment tools to compare changes in student data across school years and to provide specific support. The school has effectively leveraged multiple resources to promote sustainable development and has established a sound management model. This model facilitates the transfer of experience and strengthens the understanding of work across different subject panels and committees. The school is committed to providing experiential learning activities to enrich students' learning experiences. It has also put in place comprehensive planning for cross-curricular learning activities, which enable students to integrate and apply different knowledge and skills to deepen their learning. Over the years, the school has been promoting self-directed learning to foster students' initiative in learning. It has also striven to provide them with learning experiences related to STEAM education and to foster a language-rich learning environment. The school has appropriately planned various support measures for student development. It has not only organised diversified co-curricular activities to develop students' interests and potential, but has also placed emphasis on students' leadership qualities by offering them different training programmes. Clear planning for values education has been laid down. In the current development cycle, in response to the epidemic and curriculum development, the school has made dedicated efforts to cultivate students' resilience, interpersonal skills, and a sense of belonging towards the nation. The school has earnestly followed up on the recommendations of the last ESR report, resulting in improvements in teachers' questioning techniques. Students are courteous, enjoy school life, and are keen to participate in activities and competitions in and outside the school. They also demonstrate outstanding performance in ball games.

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

- Although the school has continued to enhance the quality of learning and teaching, there is still room for improvement. Given the variation in the effectiveness of reading lessons across different classes, the school should step up monitoring to ensure that all classes conduct reading activities as scheduled. This will further help cultivate a reading atmosphere on campus. In the classroom, teachers need to improve the design of group activities by strengthening the elements of collaboration and discussion in accordance with students' learning abilities and needs, thereby fostering peer learning and better catering for learner diversity.