

External School Review Report Concluding Chapter

**The Mission Covenant Church
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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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Aligning with the school mission and putting an emphasis on spiritual development, the school management has formulated student-centred development directions and targets based on students' needs and curriculum development trends. The school maintains connection with external organisations, and appropriately arranges learning activities in and outside the classroom to broaden students' horizons, facilitating their whole-person development. It actively promotes e-learning to increase students' interest in and motivation for learning. It also strives to develop students' self-directed learning abilities and nurture in them the proper values and attitudes of perseverance, gratitude, and love for themselves and others. The school implements life planning education in an orderly manner, guiding students from self-understanding and career exploration, helping them move towards their goals progressively. Under the school management's leadership and with teachers' concerted effort, the school has continuously fostered a strong religious atmosphere and caring culture. Students have developed a habit of lesson preparation and they are keen to participate in learning activities. They enjoy school life, and have developed a sense of belonging to the school.

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

- The school has to step up curriculum leadership to improve its overall curriculum planning. This includes reviewing and enhancing the curriculum planning at the junior secondary level to ensure a full coverage of the essential learning elements to help students build a solid knowledge foundation. The school also needs to strengthen coordination and monitoring to further integrate values education, including the learning elements of national security education, into subjects. By complementing this with life-wide learning activities, the school could provide students with a holistic learning experience both in and outside the classroom to enhance their sense of national identity and raise their awareness of safeguarding national security.
- The school needs to enhance teachers' ability to make an integrative use of qualitative and quantitative self-evaluation information and data. The evaluation should focus on students' expected performance and in-depth analyses of the facilitating and hindering factors, in order to better inform future planning and continually improve students' learning effectiveness. In addition, teachers should design more diversified learning activities and employ different levels of questioning in class to facilitate peer learning and interaction, and to develop students' higher-order thinking skills.