

External School Review Report Concluding Chapter

Tin Shui Wai Methodist College

**School Address: Area 102, Tin Shui Wai, Phase 4
(Secondary School 1), Yuen Long,
New Territories**

**(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 firmly believes that each student can make progress and that no one should be left behind. By flexibly using internal and external resources and providing leadership training, the school strives to create opportunities for students to experience success and develop self-affirmation. Continuously refining the curriculum, the school gradually develops students' learning habits and effectively creates a more conducive learning environment. The school provides students with rich learning experiences through academic weeks with varying themes and whole-school field trips with museum visits, facilitating their integration of knowledge both in and outside the classroom. The school also has a caring team that ensures students' physical, mental, and spiritual well-being through unceasing care and encouragement. Classroom management is well deployed to strengthen students' connectivity, and an inclusive school ethos is fostered with good teacher-student rapport and harmonious peer relationship. The school upholds the "through-train" education philosophy, actively maintaining a close link with Tin Shui Wai Methodist Primary School. Through joint-school meetings and lesson observations, there is increasing alignment in the curriculum and student support work between the primary and secondary levels. The school also prioritises teachers' professional development. A robust learning community has been established with appropriate external professional support, complemented by lesson study cycles and internal sharing. Being amicable, students exhibit a positive attitude towards learning and make sustained improvement in their character development and academic achievement, reflecting the school spirit of "respect, self-discipline, dedication".

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

- Building on the solid foundation of professional exchange, the school has to lead the subject panels and committees in utilising qualitative and quantitative evaluation data to understand students' performance thoroughly. The school should devise concrete follow-up measures based on students' learning difficulties. Inside the classroom, the school needs to develop strategies to cater for learner diversity and make necessary adjustments based on students' learning progress to ensure that all students can reach their full potential.