

External School Review Report Concluding Chapter

Assembly of God Hebron Secondary School

School Address: Po Nga Court, Tai Po, 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.

Concluding Chapter

Upholding its mission of “nurturing talents for our country and home; training elite soldiers for Christ”, the school encourages students to contribute to society and become pillars of our country. The school is dedicated to nurturing students’ proper values and attitudes, and the school sponsoring body actively deploys human resources to support related school work. Based on students’ needs, the school formulates its priority tasks in alignment with the seven learning goals and suitably devises related strategies. In the current school year, the school has reorganised its administrative structure and delineated the duties and responsibilities of the school management and middle managers, showing determination to enhance the work effectiveness of subject panels and committees. A second-tier management team has been set up to facilitate succession of work. The school continues to enhance its curriculum planning, progressing towards a broad and balanced curriculum. The school plans its values education comprehensively, with influence of Christian education, creating a positive school atmosphere that cultivates students’ proper values and attitudes, such as care and respect for others. The school places due emphasis on national education. Elements including those of national security education and the history and culture of our country are suitably incorporated into selected topics of different subjects; with a variety of national education activities, students’ sense of national identity is fostered. Students are modest, polite and sincere about their learning. They are actively engaged in volunteer services, and show care for their peers and the disadvantaged in the community.

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

- The school has to strengthen its monitoring of and support for subject panels and committees to promote their collaboration in implementing the school’s priority tasks, including optimising the planning of STEAM education and collaborative implementation of life-wide learning activities. The school also has to enhance its effectiveness of self-evaluation by making integrative use of qualitative and quantitative self-evaluation information and data, and conducting ongoing evaluation of the work effectiveness of subject panels and committees to inform future planning.
- The school has to continue to improve the classroom learning and teaching strategies on catering for learner diversity. When arranging group activities in class, teachers have to adjust the teaching pace flexibly based on students’ needs.

They should make good use of the step-by-step teaching approach to help students construct knowledge progressively, and adopt different levels of questioning to stimulate students' thinking and analysis of learning content.