

External School Review Report Concluding Chapter

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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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Upholding the mission of Christian education and taking into account students' needs and educational trends, the school sets clear development directions. The school management effectively enhances teachers' professional capacity through various measures. The school provides students with holistic learning experiences within and beyond the classroom through a broad and balanced curriculum with diversified life-wide learning activities. In recent years, the school has promoted STEAM education and reading, enhancing students' abilities to integrate and apply knowledge and their reading literacy. The cross-disciplinary project work at all year levels is thoughtfully designed with themes covering personal to global issues, enabling students to flexibly apply knowledge and skills across subjects. In addition, the school has successfully built a caring campus that effectively enhances students' sense of belonging to the school through classroom management, performance platforms, service learning and so on. The school emphasises students' moral development with Christian education at its core. It strives to nurture students to "enjoy learning, be good communicators, be courageous in accepting responsibilities, and be creative and innovative", providing ample opportunities for them to put virtues into practice. Students are proactive and they enjoy reading, and a positive learning atmosphere prevails in 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 improve classroom learning and teaching, including enhancing the design of group activities by incorporating more meaningful discussions to encourage peer collaboration and learning. Teachers should also enhance the level of questioning and provide quality feedback to deepen students' thinking and encourage self-reflection, thereby increasing learning and teaching effectiveness.
- The school has to strengthen cross-disciplinary collaboration by coordinating subject panels and committees to promote values education. In class, teachers should be encouraged to integrate relevant themes with real-life contexts so that students can connect their learning experiences within and beyond the classroom, thereby gaining insights and developing proper values.