

# **External School Review Report Concluding Chapter**

**Christian Alliance 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.

# Concluding Chapter

Upholding the mission of Christian education, the school management strives to cultivate the balanced development of students in the six aspects. The school is able to provide students with broad learning experiences and continuously optimise the school curriculum. The school's self-improvement mechanism has gradually become mature and the development directions are appropriate. The school has gained recognition and trust from the stakeholders. The Incorporated Management Committee supports and trusts the team of teachers under the leadership of the Principal. A harmonious relationship among teachers at different ranks has been developed and they care about the school development and student growth. Alumni have developed a strong sense of belonging towards the school. Some of them contribute to their alma mater by taking up teaching posts of the school and are actively engaged in their work. Parents trust the school, recognising and supporting the school development directions. The school has created a caring atmosphere on campus. Students are kind and receptive. They enjoy their school life and a harmonious teacher-student relationship has been developed.

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

- The school has to understand students' overall performance through consolidating different self-evaluation information and data on student learning outcomes. It also has to strengthen the collaboration between the academic development and student growth committees to strategically plan students' learning experiences in and outside the classroom. The school has to enhance its coordinating and monitoring role to further facilitate curriculum implementation and enhance the effectiveness of values education, so as to foster students' whole-person development.
- The school has to enhance teachers' professional capacity and lead their teachers to have more professional exchange to build up a sharing atmosphere. Building on the existing practices on peer lesson observation and making use of the cycle of collaborative lesson planning, lesson observation and post-lesson discussion, the school could further develop a culture of professional collaboration among teachers for exploration of classroom learning and teaching strategies to enhance students' learning effectiveness. This could build up students' confidence in learning, cater for their diversity, and continuously foster their self-directed learning abilities, attitude and habit.