

External School Review Report Concluding Chapter

Hong Kong Red Cross Hospital Schools

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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

Taking “Love, Perseverance, Self-improvement” as the motto, the Hospital Schools (“the Schools”) have formulated clear development directions, which are in line with the latest educational trends and students’ needs. As teachers work in school units of the Schools over the territory, mechanisms including the “Student Information Management System (SIMS)” have been aptly established, to support and monitor different school units in recent years. A new post, namely “joint unit in-charge”, has been introduced to facilitate the implementation of school policies and promote collaboration among the school units. The capabilities of the school management in co-ordinating and monitoring the implementation measures have been gradually strengthened. Having accumulated experience in supporting students with mental health needs through cross-sector collaboration with healthcare professionals, the Schools have organised talks on how to identify students with mental health needs to share experience with teachers from ordinary schools. Such an arrangement also enables teachers in different school units to understand the needs of students in ordinary schools. Teachers make good use of the resources available in and outside the Schools to develop a fun-filled curriculum connecting with the daily life of students. The STEAM learning activities not only enable students to gain experiential learning experiences, but also extend their learning in mathematics, science and technology, enhancing their ability to integrate and apply knowledge and skills across subject disciplines. A rich e-learning resource bank has been established, in which “mini-tasks” are flexibly designed and organised to align with the curriculum. The senior secondary (SS) curriculum is well planned with a range of elective subjects offered to SS students in different school units through real-time online lessons. The Schools actively promote life planning education for SS students and start providing online support services to prepare students for a smooth interface with the ordinary school life in the future. The Schools strive to cultivate students’ proper values and attitudes, such as passion and love for life, and promote their physical and mental well-being through multiple channels. In general, students are attentive in lessons and cherish the learning opportunities during hospitalisation. They face illnesses and physical limitations with positive and optimistic attitudes, and are willing to participate in various types of school activities and inter-school competitions, such as writing and drawing competitions.

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

- The effectiveness of classroom learning and teaching has to be improved. Under a unique school context, teachers mostly conduct bedside teaching and group teaching for students with stable health conditions. Taking into consideration of the teacher-student ratio, the Schools should empower teachers to grasp the opportunity to provide individualised instruction to students, better understand their learning progress and adjust the teaching pace in a timely manner. Teachers should also duly provide students with scaffolding to address their learning needs. Besides, information technology could be widely employed to establish online learning communities, creating platforms for professional exchanges amongst teachers from different school units to enhance their professional capacity.
- There is room for improvement in the effectiveness of school self-evaluation (SSE). Since the last school year, SIMS has been launched to collect information about teaching progress, learning and teaching materials used and implementation strategies adopted in order to better evaluate the work effectiveness. Building on the foundation, the Schools have to make use of existing qualitative and quantitative data in an integrative manner in order to enhance the evaluation at the school level. A holistic evaluation of the effectiveness of the implementation measures needs to be conducted with reference to student performance. Teachers' abilities in interpreting the SSE data should also be strengthened in order to understand students' needs, and take follow-up actions to inform curriculum planning and improve pedagogies subsequently.