

# **External School Review Report Concluding Chapter**

## **Hop Yat Church School**

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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

The school places a great emphasis on students' participation in service learning, individual support and life-wide learning activities, ensuring that students of different abilities and attributes are well catered for. The school management manages to take up professional leadership roles by leading teachers to make good use of self-evaluation data to review the school situation, build consensus and formulate the major concerns. The development directions are in line with students' needs. The annual work targets are adjusted in a timely manner to provide students with diversified learning opportunities. For example, with the theme of perseverance, the Reading across Curriculum activities help cultivate students' positive attitude towards making attempts and embracing challenges. For better succession, the leading role of middle managers is strengthened by empowering them to co-ordinate specific tasks. The school also promotes collaboration among subject panels and committees with proper planning of cross-disciplinary learning. Concerted effort is made to create a caring and inclusive school culture and a positive classroom atmosphere. In response to educational trends and students' needs, the school continuously refines curriculum planning and enriches students' learning experiences, thereby developing their potential, boosting their confidence and facilitating a balanced physical, mental and social development. Students are courteous and maintain a harmonious relationship with teachers and peers. They enjoy campus life and actively participate in learning activities within and beyond the school.

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

- The targets of the major concerns are not specific enough, hindering the implementation of various tasks by subject panels and committees and their review of the impact made, and the effectiveness of school self-evaluation is thus affected. For the major concerns of enhancing students' learning effectiveness and fostering proper values, the school should devise more concrete development targets, and holistically review the progress and impact of the work against students' expected learning outcomes, in order to have a good grasp of their learning progress. Targeted implementation strategies at the subject and committee level should be developed in order to help improve, consolidate and deepen the school work in a more focused manner, forging collaboration and sustainable improvement through the "Planning-Implementation-Evaluation" cycle for school self-evaluation.
- Classroom learning and teaching needs to be improved, including enhancing the coverage of teaching content and the teaching strategies of catering for learner

diversity. With the aims of deepening student learning in the classroom and catering for their abilities and needs, the school should fully utilise the existing internal platforms for professional exchange and external professional support to promote an in-depth study on the implementation details of related work and facilitate sharing of practical experiences among teachers. Subject panels also have to strengthen the use of assessment data to identify students' learning difficulties and devise concrete follow-up measures subsequently.