External School Review Report Concluding Chapter

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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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The school strives to create a positive atmosphere of home-school co-operation to support student development, and boost staff morale to drive school development. The school makes good use of various resources and draws on external programmes to foster teachers' professional development for better succession. The school actively provides a diversified range of learning experiences. Through various strategies such as virtual reality and adventure training, the school helps students with varying motor skills broaden their horizons, enrich their life experiences, develop their generic skills, and foster their whole-person development. In addition, the school has made good efforts to establish a school-based assessment database with student performance ratings and supporting evidence. It holds regular moderation meetings for assessments to review and follow up on students' learning progress in a timely manner. Employing multisensory teaching strategies, teachers effectively maintain students' good learning attitudes. The school and parents jointly implement a physical fitness award scheme to promote students' physical and mental development. The boarding section communicates closely with parents, allowing them to better understand the boarders' situations, and enhancing their skills and confidence in caring for their children. Students are tidy, kind and friendly, and well engaged in campus life. Most students are motivated and interested in learning in class. They participate in learning activities under teachers' guidance, gradually building their confidence with improved learning performance.

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

- The school has to step up co-ordination and monitoring, and lead the staff to conduct more detailed and in-depth discussions on target setting and evaluation. The school also has to enhance collaboration among subject panels and committees, and provide them with appropriate support to ensure effective implementation of tasks for school development.

- The school has to strengthen the role of curriculum leaders to ensure full coverage of core learning elements in different subjects and a smooth interface between key stages. In addition, the school needs to step up the collaboration among subject panels in order to enhance students' information literacy and the effectiveness of STEAM education.