

External School Review Report Concluding Chapter

**Textile Institute
American Chamber of Commerce
Woo Hon Fai Secondary 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

Upholding the educational belief of “education for all”, the school brings together the efforts of different stakeholders and is committed to catering for students’ varied learning and development needs in order to facilitate their whole-person development. In view of staff changes in recent years, the school management has actively planned ahead to support the newly-appointed middle managers and the new recruits, and promoted teachers’ professional development in alignment with the school’s major concern, leading the team towards self-improvement. Emphasis is put on enhancing the collaboration between subject panels and committees through national education and STEAM education. Such initiatives not only respond to the latest development trends in education, but also cultivate students’ national identity and generic skills. An inclusive school environment has been created through a team of caring teachers who have established good rapport with students. Students respect their teachers, and show care and support for each other. With appropriate support, newly-arrived children enjoy a harmonious relationship with their peers and are well-engaged in learning both in and outside the classroom. The school has been promoting life planning education with holistic planning, effectively helping students understand themselves and plan for their future. The related efforts in this regard should be recognised.

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

- The school has to enhance the effectiveness of curriculum leadership and improve overall curriculum planning to help students build a solid knowledge foundation and foster the development of proper values and attitudes. The school should also guide subject panels and committees to set appropriate expected learning outcomes for students in alignment with its major concerns, and evaluate work effectiveness to inform future planning based on students’ learning performance.
- The school has to make good use of the existing professional exchange platforms to encourage teachers to explore and discuss different learning and teaching strategies. These strategies include using information technology to facilitate classroom interaction and cater for learner diversity, and incorporating pre-lesson tasks and/or extended learning tasks to develop students’ self-learning abilities.