

External School Review Report

Hong Kong Taoist Association Tang Hin Memorial Secondary School

School Address: Choi Yuen Estate, Sheung Shui, New Territories

Review Period: 18 to 19, 21, 25 and 28 November 2024

**Quality Assurance Division
Education Bureau**

March 2025

Notes on the External School Review Report

1. This report covers the current development of the school and the key External School Review (ESR) findings. Suggestions for improvement are also given for the school's reference and follow-up.
2. The report is intended for the key stakeholders of the school, including members of the Incorporated Management Committee (IMC), teachers, specialist staff, parents and students.
3. The Education Bureau (EDB) will upload the concluding chapter of the ESR report to the EDB website for public access. The school should also release the content of the report to the key stakeholders by making the ESR report available in the school premises for their easy access. To further enhance transparency, the school is strongly encouraged to upload the report to its homepage.
4. The IMC should lead the school to follow up on the suggestions made in the report, in order to facilitate its self-improvement and enhance its continuous development.

1. External School Review Methodology

- 1.1 The ESR team conducted the review in November 2024 to validate the school self-evaluation (SSE) and its impact on the school’s development. Suggestions are made to facilitate the school’s continuous improvement and development.
- 1.2 The ESR team employed the following methods to understand the situation of the school:
- Scrutiny of documents and data provided by the school before and during the ESR;
 - Observation of 38 lessons, taught by 38 teachers;
 - Observation of various school activities, such as national flag-raising ceremony, English Speaking Week and “Let’s Keep Fit” programme; and
 - Meetings and interviews with the key stakeholders of the school including the school management¹, teachers, specialist staff, parents and students.

2. Current Development of the School

- 2.1 The school mission is to provide a holistic education based on Taoism, placing equal emphases on students’ moral, intellectual, social and aesthetic development. In accordance with the motto “Grasp Principles, Cultivate Virtues”, the school aims to help students develop moral integrity and academic excellence.
- 2.2 The class structure approved by the EDB and the number of students² in the current school year are as follows:

Level	S1	S2	S3	S4	S5	S6	Total
Number of Classes	5	5	5	5	5	5	30
Number of Students	169	167	167	160	155	130	948

- 2.3 The Principal took up the post in the 2020/21 school year. Both the Principal and the Vice Principal have served in the school for more than 20 years. Around 60% of the teachers have worked in the school for over 10 years.
- 2.4 The previous ESR report (2011) made the following recommendation: enhancing the effectiveness of learning and teaching.
- 2.5 The major concerns of the previous school development cycle (2021/22 to 2023/24 school years) are: (1) to develop a personal growth programme that

¹ The school management generally refers to the IMC, school head and deputy heads

² Based on administrative records kept in the Bureau’s information system during the ESR

helps to give students a purpose in life; and (2) to develop an effective learning programme that helps students achieve their full academic potential.

- 2.6 The major concerns of the current school development cycle (2024/25 to 2026/27 school years) are: (1) to help students achieve the best learning outcomes; (2) to enable students to be responsible nationals imbued with a sense of global identity; and (3) to empower students to become pillars of society.

3. External School Review Findings

- 3.1 The school's continuous development is propelled by the effective Planning-Implementation-Evaluation (PIE) cycle; with the transparent use of the SSE data, a shared understanding of student needs is achieved.**

3.1.1 The school's development focuses consistently align with its motto "Grasp Principles, Cultivate Virtues", aiming to foster students' moral integrity and academic excellence. Emphasising an all-round education, the school continuously refines its curriculum in response to student needs and emerging educational trends. The current School Development Plan (SDP) is meticulously crafted based on a data-driven assessment of previous outcomes and a keen awareness of educational trends and the seven learning goals. With a significant number of cross-boundary students, the school has faced unprecedented challenges not just during the pandemic but also the post-pandemic era, which necessitates a subtle strategy for addressing individual social and academic needs while revitalising the caring and lively school culture. Taking into consideration various student needs, the school strategically formulates the SDP and sets clear and student-centred objectives for progress. A review of the effectiveness of the major concern (MC) "to give students a purpose in life" from the previous SDP reveals that some students still lack confidence and have insufficient physical exercise. Consequently, fostering a healthy lifestyle has been incorporated as a key target into the current SDP, aiming to cultivate essential qualities of future leaders, such as physical and mental well-being, as well as proper values and attitudes, and prepare them to be the pillars of society.

3.1.2 The school conducts a detailed evaluation leveraging a wealth of qualitative and quantitative SSE data, such as students' reflections, and results from the Assessment Program for Affective and Social Outcomes (APASO) and school-based questionnaires. The transparent use of the SSE data facilitates comprehensive discussions at all levels, enabling teachers to grasp the diverse needs of students holistically. This shared understanding has fostered a common vision among subject departments and functional units in devising relevant strategies to meet the targets. To further optimise the utilisation of the SSE data at subject level, the school has intensified data

analysis by providing concise summaries on such aspects as cross-year comparisons. However, there is room to streamline the collection of various SSE data to enhance efficiency and create space for teachers.

3.2 The school management strives for excellence with unwavering commitment; middle managers and teachers are dedicated and responsive, and their collaborative endeavour has driven continual enhancement in various initiatives and programmes.

3.2.1 The school management exhibits a strong devotion to the school and profound comprehension of educational trends. The IMC holds a clear and ambitious vision for school development, offering substantial professional guidance and robust financial support. With high expectations of the school, the IMC has established a School Policy Committee to bolster governance through regular meetings, which facilitates the provision of ongoing professional advice to accelerate school progress. The Executive Committee actively propels school improvement through offering recommendations for programme refinement, fostering collaboration etc. Middle managers and teachers demonstrate strong dedication and responsiveness and their collaborative endeavour has driven continual enhancement in various initiatives and programmes advocated by the school. Mindful of teacher retirement, the school has directed due attention towards succession planning for middle managers by appointing additional deputies in subject departments and functional units. This measure needs to persist and extend to ensure a seamless experience transition in the foreseeable future.

3.2.2 Different stakeholders actively engage in supporting school development. The alumni demonstrate a strong commitment to assisting their alma mater in aspects such as scholarships and life planning education. Parents exhibit strong support for the school and play an active role in Parent-Teacher Association activities. The school maintains connections with external organisations and professionals, fostering a strong network of collaboration and thus enhancing the capacity to provide enriched opportunities and resources for students in alignment with the school's development targets.

3.2.3 Professional development programmes are thoughtfully designed for teachers, covering various topics which include the principles of Taoism in education, effective pedagogy and national security education etc. In addition to helping new teachers in areas such as parent communication strategies and subject matters, the school suitably arranges inter-school professional exchanges to enhance the professional growth of middle managers. Peer lesson observations are common and teachers are open to sharing their lessons, which reflects a culture of collaboration among teachers. Building on this, the school could introduce focused peer lesson observations on specific areas, for example questioning techniques and boosting students' confidence in using English, to further enhance teachers' professional capacity.

3.3 The school curriculum is characterised by its diverse learning experiences to enable students to pursue full academic potential; commendable effort is made to enhance students' learning outcome and English proficiency.

3.3.1 Designed to empower students to achieve their full academic potential, the school curriculum is characterised by its diverse learning experiences. In line with the school motto, values education incorporating Confucianism and Taoism is integrated both in and outside the classroom, nurturing students to embody “Tanghinian” virtues of moral integrity and academic excellence. Through ongoing project-based learning opportunities and life-wide learning experiences, and regular curriculum reviews, the significance of values education, generic skills and subject knowledge is emphasised. Responding to students' diverse aspirations, the school provides a range of subject options at the senior secondary (SS) level with yearly adjustment to cater for individual preferences. To adapt to the latest educational trends, the junior secondary (JS) curriculum includes enhanced learning components on financial literacy and artificial intelligence. Nonetheless, the essential learning elements in Personal, Social and Humanities Education and Technology Education Key Learning Areas (KLAs) at the JS level are yet to be fully covered and should be strengthened.

3.3.2 In the previous SDP, the school aimed at optimising students' academic potential by employing diverse strategies. Good progress is made to promote cross-curricular collaboration to facilitate students' integrative use of subject knowledge. In addition, various strategies for fostering self-directed learning and addressing learning diversity are also observed. Subject departments in general have made good efforts in implementing pre-lesson tasks or encouraging reading to make good use of students' learning time. Projects are common across subjects to promote generic skills. As observed, students treasure the opportunities of exploring topics of their interests, and enhancing their communication and collaboration skills. In response to the target of catering for learner diversity, most subjects have revised their continuous assessment designs, showcasing positive progress. Some have introduced tiered assignments to support students with varying abilities in grasping knowledge or diversified assessment tasks, such as model making, video reflection and mind map drawing, to boost student confidence and engagement.

3.3.3 The school's evaluation practices are systematic, with a thorough examination of assessment data and comprehensive follow-up measures. Subject departments in general demonstrate a proactive approach towards curriculum refinement by reviewing and adjusting the six-year curriculum plan, including modifying difficulty levels and learning content to enhance students' grasp of knowledge. By comparing assessment data over years, the school tracks individual student progress, facilitating timely interventions and

encouragement through collaboration between class teachers and parents. A meticulous analysis of assessment results at the school level has highlighted the need to enhance students' thinking skills to deepen their understanding and application of subject knowledge. This focus has become a key aspect in the current SDP.

3.3.4 With strong professional support and guidance from the IMC, the school has been undertaking a comprehensive review of its English curriculum in order to enhance students' English proficiency and confidence. Due emphasis is placed on refining the school-based learning materials to promote authentic language usage. To cultivate an English-rich environment and foster students' confidence in using the language, cross-disciplinary collaboration through Language across the Curriculum (LaC) and Reading across the Curriculum (RaC) initiatives has been highly encouraged. Activities led by the English Ambassadors during English Week align closely with LaC themes, encouraging students to apply language skills beyond the lessons. As observed, the JS students participate actively in the game booths and the ambassadors are well-trained and confident. When promoting Chinese language proficiency through RaC, various thematic reading programmes are implemented to deepen students' subject knowledge and arouse their intellectual curiosity. Collaborative initiatives across different subject departments and the school library not only enhance students' academic interests but also cultivate a deeper appreciation for Chinese culture.

3.3.5 The clear direction of promoting STEAM education through concerted efforts of different KLAS is evident. Steered by the STEAM Coordinator, teachers from various KLAS are engaged in designing diverse themes for a S3 STEAM group project on sustainable development to enhance students' generic skills and proper values and attitudes. For instance, students utilise Arduino coding and Cloud Technology to create artwork which enables target users with visual impairment to engage with art through interactive multisensory experiences, providing an authentic context to bolster students' problem solving skills and nurture proper values and attitudes through helping those in need. Aspects of coding, innovation and technology education, along with information literacy and hands-on learning experiences, are enriched in the JS school-based "ICT and STEM" curriculum. A variety of STEAM-related activities, including coding workshops, science and technology fun days, and presentations by a robotic arm manufacturer alumnus, are offered to broaden students' learning experiences. Students are selected to participate in external competitions related to robotics, programming and science to unleash their potential. In sum, the school is making significant strides in promoting STEAM education "for all", "for fun" and "for diversity".

3.4 Students are generally serious in learning with very good potential; teachers are encouraged to use different levels of questions to stimulate thinking and provide more opportunities to facilitate student engagement in lessons to further enhance learning and teaching effectiveness.

3.4.1 Lessons are conducted with clear learning objectives and often start with recaps of prior knowledge. Most students complete the pre-lesson tasks assigned by teachers, while some teachers could better utilise these tasks to enhance classroom learning. Teachers are friendly, committed and approachable, establishing a good rapport with students to create a supportive and harmonious learning environment. Students are highly attentive and display a serious attitude towards learning. They provide quality responses to teachers' questions, elaborating ideas fluently in English, Cantonese and Putonghua. While some take the initiative to jot notes during lessons, there is room for strengthening the note-taking habit.

3.4.2 Teachers primarily use questions to assess students' understanding and maintain interaction, but effective prompting and probing to stimulate thinking are not frequent. Given that the current SDP focuses on enhancing students' thinking skills, teachers are encouraged to use different levels of questions. When teachers arrange group discussions, pair work and presentations, students actively engage in these activities, demonstrating clear elaboration of their learning outcomes to nurture their thinking skills. However, these meaningful learning tasks are not widely adopted. In view of the high calibre of students, more opportunities could be provided to facilitate student engagement and enhance the learning and teaching effectiveness. Teachers often offer timely and positive feedback, but concrete feedback is seldom provided. While some teachers closely monitor students' learning progress and offer individual support, strategies to address students' diverse learning needs are rarely observed. To better accommodate different learning needs, a more flexible use of diversified strategies is recommended. Some teachers have successfully incorporated values education elements, such as unity, national identity and national security education, into lessons.

3.4.3 In the highly effective lessons, teachers make good use of the pre-lesson tasks to connect classroom learning. Values education, such as Taoism and appreciation of Chinese culture, is naturally embedded in the learning content. Teachers provide ample opportunities for students to display their learning outcomes through presentations and employ a wide range of questions to stimulate higher-order thinking. Students can clearly articulate their views with outstanding application of subject knowledge.

3.5 With the emphasis on “taking action” in values education, plentiful life-wide learning experience is purposefully provided for students to cultivate virtues and enhance their sense of national identity.

3.5.1 Based on the SSE, the school has accelerated the focus on the

integration of “cognition, affection and action” in promoting values education, including Taoism and Confucianism. The Monthly Moral Programme undergoes regular review and adjustment with reference to the SSE data to ensure alignment with student needs and school development focuses. Through a variety of activities such as assemblies, discussions during class teacher periods and talks, students are consistently exposed to these values both in and outside the classroom. Ample opportunities are provided for students to enact positive values and attitudes through serving others. Building on the long tradition of school-based Life Education curriculum, service learning elements have been incorporated to foster the spirit of service for the JS students. The “Plan-Serve-Reflect” approach not only develops students’ social and organisational skills but also raises their awareness of pertinent social issues through self-reflection, preparing them to be active and conscientious citizens.

3.5.2 The school’s dedication to enhancing the holistic planning and implementation of national education (NE) and national security education (NSE) is evident. Subject departments suitably review and enhance their learning elements to nurture students as responsible nationals. There is a notable emphasis on enriching the learning elements of the NSE in different subjects, with good progress in some subjects. The school references the “National Education – Event Planning Calendar” to plan learning activities that deepen students’ understanding of significant historical events and the importance of constitutional order. An array of activities, including competitions and lunch time events, enriches students’ understanding of our country and Chinese culture. The school also suitably arranges thematic study tours for students, including sports, STEAM and technological advancements in the Greater Bay Area. Students’ reflections show their appreciation of the country’s achievements and their eagerness to contribute to the nation. Opportunities for students to engage in the flag-raising team and organise NE-related activities are greatly increased. As observed, the national flag-raising ceremony is appropriately arranged, with the well-trained flag-raising team and student leaders leading the singing of the national anthem. Students demonstrate proper etiquette and sing the national anthem together, showing respect to the ceremony. The “Speech under the Flag”, delivered by a student highlighting the significance of martial arts and its global influence, enhances students’ cultural confidence.

3.6 Thoughtful strategies are implemented to nurture students with essential qualities of future leaders, ranging from promoting a healthy lifestyle to fostering a caring environment; life planning education and leadership training further strengthen their future endeavour.

3.6.1 In preparing students to be the pillars of society, the school places a strong emphasis on cultivating a healthy lifestyle in conjunction with nurturing

proper values and attitudes. In addition to relevant professional development programmes for teachers, preventive measures, such as establishing the “HEAzone” mental health hub, thoughtfully provide students with rejuvenating lunchtime and after-school activities. With a culture of care and harmonious teacher-student relationship successfully revitalised after the full resumption of face-to-face classes, “My Learning Journal” has further facilitated an open and meaningful communication between class teachers and students, fostering timely identification of students in need and effective support for them. Tailored programmes designed for students at various levels, including emotional resilience training for the JS students and mindfulness workshops for the SS students, highlight the school’s strong awareness of student development. Specialised support is also extended to students with special educational needs, ensuring inclusivity within the school community. In addition to parent education seminars on different topics, for example, mental wellness and physical health, the school strategically schedules phone calls with all parents during specific periods, such as before the release of test results. These measures heighten parental awareness of their children’s well-being, fostering a collaborative environment. In view of student needs, multiple strategies are thoughtfully formulated to cultivate students’ interest in sports effectively, including the “Let’s Keep Fit x MVPA60” award scheme. Various new sports, such as heshball and floor curling, are purposefully introduced in Physical Education (PE) lessons to enrich students’ sporting experiences, and arouse their interest and confidence in playing sports. Class sports captains and house committee members organise competitions like dodgeball and handball to foster a sense of belonging. Student engagement and enjoyment in these activities, both within and beyond the classroom, are apparent from their active participation and positive feedback.

3.6.2 Life planning education is planned systematically. The JS students are engaged in goal-setting exercises and self-awareness workshops during class teacher sessions, which foster early exploration of personal interests and aspirations, while for SS students, the school has established successful collaborations with the Alumni Association and external organisations to provide comprehensive career guidance, such as the alumni mentorship programme and talks shared by various professionals. Leveraging external resources, the SS students benefit from a range of opportunities such as life planning exhibitions, internships and study tours that are tailored to their interests. The study tours have proven to be invaluable in providing students with insights into various industries. Students’ reflections demonstrate that the study tours have broadened their understanding of the aviation sector and ignited their interest in the industry, following the visit to an aviation education centre on the Mainland. By offering such exposure to diverse career pathways, the school empowers students to make informed decisions about their future endeavour and encourages them to explore opportunities in the

Greater Bay Area.

3.6.3 Diverse training programmes are systematically designed to enhance the potential of students across various domains, encompassing clubs, athletic teams, and leadership positions like prefects, mentors and health ambassadors. Training is suitably provided to equip student leaders with problem solving and decision making skills. They are empowered to draft proposals, conduct self-evaluation, and reflect on their experiences for future planning, fostering a culture of continuous improvement. They have been granted a high degree of autonomy in planning school activities and proposing new clubs to display their commitment and leadership qualities.

3.7 Students are well-mannered, studious and proud to be “Tanghinian”. They perform well in both the academic and non-academic fields.

3.7.1 Students are well-disciplined both within and beyond the classroom. They are studious, showing a serious attitude towards studies with a strong desire to strive for the best in their academic results. They are polite, humble, and respectful towards teachers, fostering positive relationships with both teachers and peers. Students enjoy their school life, and are particularly fascinated by a wide range of activities such as PE Day, service learning and inter-school competitions. In sum, they are proud to be “Tanghinian”. Student leaders are devoted to performing their duties and serving their schoolmates. They demonstrate strong leadership attributes in organising school activities and act as the role models for counterparts.

3.7.2 In the past three years, the percentages of students meeting the general entrance requirements for local undergraduate university programmes and sub-degree programmes in the Hong Kong Diploma of Secondary Education (HKDSE) Examination were above the territory average of day school students. Taking into account the S1 intake, the school performed well in the HKDSE Examination in the past three years.

3.7.3 Students participate actively in a variety of activities, including competitions and community services. They consistently demonstrate outstanding achievements in fields of academic and sports, obtaining various group and individual awards in district, inter-school and regional competitions such as speech, music, dodgeball and basketball. Students are particularly outstanding in science, language and art-related competitions and have won various awards in territory-wide and Mainland competitions.

4. Conclusion and Way Forward

The school's continuous development is propelled by the effective Planning-Implementation-Evaluation cycle. With the transparent use of the school self-evaluation data, a shared understanding of student needs is achieved. The school development focuses are meticulously crafted based on a data-driven assessment of previous outcomes and a keen awareness of educational trends and the seven learning goals. The school management strives for excellence. Middle managers and teachers are dedicated and responsive and their collaborative endeavour has driven continual enhancements in various initiatives advocated by the school. Different stakeholders actively engage in supporting school development. The school maintains robust connections with external organisations and professionals, fostering a strong network of collaboration and thus enhancing the capacity to provide enriched opportunities and resources for students. The school curriculum is characterised by its diverse learning experiences, designed to empower students to achieve their full academic potential. In line with the school motto, values education incorporating Confucianism and Taoism is well integrated both in and outside the classroom, nurturing students to embody "Tanghinian" virtues of moral integrity and academic excellence. The school is making significant strides in promoting STEAM and national security education. Thoughtful strategies are implemented to nurture students with essential qualities of future leaders, ranging from promoting a healthy lifestyle to fostering a caring and harmonious environment. The life planning education and leadership training further strengthen students' future endeavour. Students are well-disciplined, polite and humble. While students are studious, they are active in different activities and proud to be "Tanghinian".

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

- 4.1 The school has put great emphases on fostering students' thinking skills and achieving the best learning outcomes. Building on the established open and collaborative culture among teachers, peer lesson observations with specific focuses could be promoted. In view of the high calibre of students, teachers are encouraged to use different levels of questions to stimulate thinking and provide more opportunities to facilitate their engagement in lessons to further enhance learning and teaching effectiveness and unleash their potential.



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28th February, 2025

Ms. WONG Sze Nga, Janet
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Dear Ms Wong,

School Response to the Draft External School Review (ESR) Report

We would like to express our sincere gratitude to you and your team for your visits to the school on 18, 19, 21, 25 and 28 November 2024 and for the enlightening discussions you and your team had with the school management, teachers, parents and students. We are also grateful for the thorough evaluation and feedback provided in the External School Review 2024, which affirms the efforts of our students and teachers while offering constructive suggestions for improvement.

It is encouraging to note that the following strengths have been identified in the review report, along with many other commendable practices:

- Our school's developmental focuses are consistently aligned with our motto, "Grasp Principles, Cultivate Virtues", and aim to foster moral integrity and academic excellence in our students. With an emphasis on an all-round education, we drive our development through an effective Planning-Implementation-Evaluation (PIE) cycle, with transparent use of school self-evaluation data and a shared understanding of student needs. Our School Development Plan (SDP) is meticulously crafted, based on a data-driven assessment of past performance and a keen awareness of educational trends and the seven learning goals.
- Our management team has a strong commitment to the school and a deep understanding of educational trends. The IMC has a clear and ambitious vision for the development of the school and provides substantial professional guidance and robust financial support. Our middle managers and teachers are dedicated and responsive. Their collaborative efforts have led to continuous improvement in various initiatives and programmes.
- Various stakeholders are actively involved in supporting the development of our school. Support from alumni, parents, external organisations and professionals has enhanced our capacity to provide enriched opportunities and resources for students in line with the school's development targets.
- We have thoroughly designed professional development programmes for teachers, covering various topics such as the principles of Taoism in education, effective pedagogy, national security education, etc. New teacher mentoring programmes and inter-school professional exchanges are organised. Peer observations are also being promoted to develop a culture of collaboration among teachers.

- Our curriculum provides diverse learning experiences to enable students to reach their full academic potential. Values education, which incorporates Confucianism and Taoism, is well integrated both inside and outside the classroom, nurturing students to be "Tanghinians" with virtues of moral integrity and academic excellence. We are also making significant progress in promoting STEAM and national security education.
- We have put great emphases on fostering students' thinking skills and helping them to achieve the best learning outcomes. Classroom learning is characterized by clear objectives, a supportive environment, and an emphasis on developing thinking skills.
- We have implemented thoughtful strategies to nurture students with the essential qualities of future leaders, from promoting healthy lifestyles to fostering a caring and harmonious environment. Life planning education and leadership training further equip students for the future.
- Our students are well disciplined, polite and humble. They are studious and show a serious attitude to their studies, with a strong desire to achieve the best academic results. They also actively participate in a variety of activities, including competitions and community service, demonstrating their talents and care for society.

We will continue to build on our strengths and proactively pursue progress in the following areas as recommended in the report:

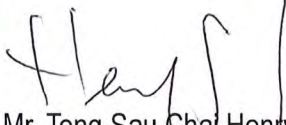
- We will continue to drive our development through an effective and data-driven Planning-Implementation-Evaluation (PIE) cycle. As part of the self-evaluation process, we will also consider how we can reduce the workload on teachers and free up their capacity for other improvement work.
- Our junior secondary curriculum will continue to be reviewed to ensure that all essential learning elements are covered and to provide a variety of effective learning experiences to enable students to achieve their full academic potential.
- In line with our School Development Plan (SDP), more diverse strategies will be used to further enhance the effectiveness of learning and teaching and to unleash our students' potential. Peer lesson observations with specific focuses will be promoted.

We value the experience gained through the ESR. In the days ahead, we will endeavour to keep improving by implementing strategies in response to all the professional advice and recommendations given.

Thank you once again to you and your team for all the time and effort you have put into this ESR report.



Yours sincerely,


Mr. Tong Sau Chal Henry
School Supervisor