

External School Review Report

Shatin Pui Ying College

School Address: 9 Fung Shun Street, Wo Che Estate,
Shatin, New Territories

Review Period: 2, 4 to 5, 10 and 12 December 2025



Quality Assurance Division
Education Bureau

March 2026

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 on 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.

ESR Team

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Contents

	Page
1. External School Review Methodology	1
2. Current Development of the School	1
3. External School Review Findings	2
4. Conclusion and Way Forward	10
5. Appendices	11
I. Overall Performance in Classroom Learning and Teaching	
II. School Response	

1. External School Review Methodology

- 1.1 The ESR team conducted the review in December 2025 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 32 lessons taught by 32 teachers;
 - Observation of various school activities, such as the national flag raising ceremony, "Science and Technology Innovation Lecture" and English Musical rehearsal; 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 has "holistic education" as its philosophy, with "Faith, Hope, Love" as its motto, and "Let Our Students Shine" as the core value. The school aims to promote the moral, intellectual, physical, social, aesthetic and spiritual development of students, while equipping them with the qualities of "Servant Leader", "Passionate Learner", "Youthful Seeker" and "Compassionate Neighbour" ("SPYC").
- 2.2 The class structure approved by the Education Bureau and the number of students² in the current school year are as follows:
- | Level | S1 | S2 | S3 | S4 | S5 | S6 | Total |
|--------------------|-----|-----|-----|-----|-----|-----|-------|
| Number of Classes | 4 | 4 | 4 | 4 | 4 | 5 | 25 |
| Number of Students | 131 | 132 | 132 | 121 | 122 | 115 | 753 |
- 2.3 The Principal has assumed the role since 2023 while the Vice-principal and Assistant-principal have been serving the school for over 20 years. In the 2025/26 school year, almost 20% of the teachers are newly appointed.
- 2.4 The previous ESR report (2012) made the following recommendations: equipping students to be self-directed learners.

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

- 2.5 The major concerns of the previous school development cycle (2021/22 to 2023/24 school years) are: (1) adapting to students' needs and strengthening support for students' learning; and (2) building resilience under the new normal and supporting students' development.
- 2.6 The major concerns of the current school development cycle (2024/25 to 2026/27 school years) are: (1) enhance student engagement and proficiency in learning; and (2) nurture emotional well-being and foster readiness for challenges among students.

3. External School Review Findings

- 3.1 The school formulates an appropriate development direction to address students' needs; holistic planning to further support students in establishing a healthy lifestyle could be enhanced.**

3.1.1 With "Let Our Students Shine" as its core value, the school is committed to nurturing students with the "SPYC" qualities. It attaches great importance to the SSE and has made sustained efforts to evaluate and improve its work. All teaching staff are involved in evaluating the effectiveness of school work and providing suggestions for the school development direction during regular staff meetings, in which consensus is built. The school's development direction is appropriately formulated with reference to students' needs. For instance, in response to the evaluation findings indicating the need to further strengthen students' learning confidence, the school has set the enhancement of learning confidence as a key development direction. Strategies such as creating authentic contexts for students to apply what they have learnt have been adopted. These contexts render opportunities for students to demonstrate their abilities, thereby enhancing both engagement and confidence. The targets are clearer and more specific. In the current school development cycle (SDC), the school places an emphasis on students' well-being, with a particular focus on strengthening students' awareness of their own emotional state and cultivating a positive attitude towards challenges. In alignment with the major concerns of the current SDC, the school selects relevant subscales from Assessment Program for Affective and Social Outcomes (APASO) for cross-year comparison, while integrating data from school-based questionnaires, teachers' observations and students' learning performance. The school's development direction is appropriately aligned with students' needs; however, clearer implementation strategies agreed by subject panels and committees should be devised to further enhance students' emotional awareness and promote their well-being more systematically. Students' exercise habits could be further developed. While the school has already addressed issues of confidence, more deliberate planning to encourage

exercise as a means of stress relief would help students establish a healthy lifestyle and achieve more balanced growth.

3.1.2 The school has responded to the recommendations of the previous ESR by strengthening students' capacity to become self-directed learners. Subject panels have established online platforms to promote self-learning. Follow-up action has also been taken on the recommendations of the focus inspection on national education (NE). With reference to the latest Curriculum Framework of National Security Education in Hong Kong, the school has appropriately embedded the elements of national security education into the curricula of various subjects. In its endeavour to keep abreast of the developments in digital education and artificial intelligence (AI), the school has attempted to explore the integration of AI into learning and teaching. At the same time, it has leveraged external resources to provide support for advancing digital education. Besides, the school benefits from strong support from parents, particularly the biennial English musical, a long-standing tradition. Parents assist with costume production and modifications. Their active involvement strengthens partnership with the school and helps sustain this heritage.

3.1.3 In line with its development priorities, the school has strategically planned its annual professional development programmes, which encompass the integration of AI into learning and teaching, collaboration with specialists to support students' mental health and well-being, and inter-school visits to promote professional exchange. With a growing number of newly-appointed teachers, the school has refined its induction programme. In addition to assigning experienced subject teachers as mentors to share pedagogical expertise, another senior teacher is designated to provide guidance on classroom management skills. This dual-mentorship model not only supports professional growth but also helps new teachers build confidence in both instructional and managerial aspects of their role. In anticipation of the retirement of experienced middle managers, the school has initiated succession planning. In addition to the existing positions of deputy panel heads, the posts of deputy coordinator have been created for committees to provide promising young teachers with opportunities to gain administrative experience, thereby grooming potential middle managers. The school management and middle managers conduct regular lesson observations and post-lesson reviews to facilitate teachers' reflection on their strengths and areas for improvement in learning and teaching. There is currently limited provision for systematic and structured feedback in non-pedagogical areas, such as student support, communication with parents and administrative responsibilities. Expanding the existing scope of feedback would provide teachers with a more comprehensive understanding of their performance and enable them to identify professional development needs more effectively.

3.2 The school is committed to catering for students' learning needs and interests; authentic contexts are purposefully created for students to display their talents and embody the core value of "Let Our Students Shine".

3.2.1 Tying in with the school's major concern of enhancing students' learning engagement and confidence, various subject panels actively create authentic contexts for students to apply their knowledge and skills and to demonstrate their abilities. In the language domain, English-rich environments are provided for students to use the language meaningfully both in and outside the classroom. In addition to student sharing sessions in English on diverse topics during Monday assemblies, the "Modern Fairy Tale Fashion Show" held during English Week offers students the opportunity to serve as hosts and present their self-designed costumes. The English school magazine, *Matrix*, further serves as a platform for student editors and contributors to exhibit remarkable English proficiency. Beyond language learning, the school places a strong emphasis on aesthetic development. At the junior secondary (JS) level, a school-based drama curriculum provides authentic performance contexts that engage students in artistic expression and build confidence through presentation. At the senior secondary (SS) level, a compulsory Integrated Arts programme broadens students' exposure to a wide spectrum of art forms, fostering active participation and enabling them to apply creative skills in meaningful ways. Living up to the core value "Let Our Students Shine", the biennial English musical stands as a signature event in which students take on multifaceted roles as performers, scriptwriters and producers. This spectacular theatrical experience not only cultivates their artistic sensibilities and linguistic competence, but also significantly enhances their confidence and fosters personal growth. Musical rehearsals clearly demonstrate students' exceptional engagement, passion and an unwavering pursuit of excellence, letting them display the qualities of passionate learners who seize opportunities for growth and strive for continuous improvement.

3.2.2 The school promotes STEAM education under the principles of "for all", "for fun" and "for diversity". STEAM learning elements are properly incorporated into cross-disciplinary projects, enabling students to integrate and apply relevant knowledge and skills through hands-on and minds-on activities, such as designing micro:bit model rocket cars. The school has proactively collaborated with tertiary institutions to design projects that embed social responsibility into STEAM activities. A notable example is the "Future Food" project, which engages students in applying knowledge from Science and Home Economics to design nutritious and easily consumable food products for the elderly. This meaningful initiative not only deepens students' understanding of scientific concepts and food-making processes but also cultivates empathy and awareness of community needs. To step up the promotion of STEAM education, the school has reviewed the curriculum of the

Science Education Key Learning Area (KLA) and increased lesson time to broaden the coverage of its core learning elements at the JS level. Building on this, further reinforcement of related learning in the TE KLA would help consolidate students' knowledge base. A variety of STEAM activities have been organised in recent years to arouse students' interest, including STEAM Fun Day and the "Science and Technology Innovation Lecture". The lecture provided a valuable opportunity for students to interact with Mainland scientists. As observed, students conversed fluently in Putonghua with a scientist from the Mainland and displayed strong curiosity about the achievements of our country in dinosaur fossil excavation and research. These experiences broaden students' horizons and strengthen their motivation to explore scientific knowledge. The school actively identifies and nurtures students with talent or interest in STEAM education and programming by arranging for their participation in external competitions, training programmes and overseas study tours. For instance, a Software Development Team has been established, composed of students with strong programming skills, who receive training and then guide their peers in designing electronic teaching aids, thereby extending their capabilities and fostering peer learning.

3.2.3 In response to the development trends of digital education, the school has taken proactive steps to review the progress and coverage of information literacy (IL) education in its curriculum, making reference to the latest "Information Literacy for Hong Kong Students" Learning Framework. Coverage of the nine literacy areas is ensured, with due emphasis on recognising ethical issues arising from the use of emerging and advanced information technologies. Digital education is strategically promoted. Policies on the responsible use of AI have been formulated for both students and teachers, providing clear guidelines for its application in learning, teaching, assessment and administration. Digital education has been incorporated into the School Development Plan, with the integration of AI into learning and teaching set as a development priority. Proper planning is in place to build teacher capacity through the establishment of AI Learning Circles, subject-based sharing of experiences, and workshops designed to deepen teachers' understanding of AI tools and their educational applications. At the subject level, teachers are exploring ways to leverage AI to facilitate learning and teaching. Meanwhile, AI education has been aptly incorporated into the IT curriculum at the JS level, covering fundamental concepts, practical applications and ethical considerations.

3.2.4 Commendable effort has been devoted to nurturing students' reading interest and habits. In recent years, the library environment has been enhanced to create a welcoming space for leisure reading while a wide range of enjoyable activities has been organised to promote reading as both a means of learning and a lifestyle pursuit. Initiatives such as tea appreciation sessions combined with book sharing, thematic exhibitions featuring teachers'

memorable items alongside related book displays, and daily online book recommendations encourage students to view reading as pleasurable and enriching. The school also organises author talks and bookstore visits to stimulate students' interest in reading. Annual reading themes are appropriately set to promote Reading across the Curriculum. For enthusiastic readers, book clubs provide an additional platform to exchange insights through informal discussions. Students are also encouraged to share their reading experiences in diverse formats, including oral presentations during morning assemblies, which foster their engagement and interest in reading. In collaboration with subject panels, the library actively supports project learning by providing relevant reading materials, while a reading award scheme in both Chinese and English motivates extensive reading. These collective efforts have cultivated a positive reading culture across the campus.

3.3 Teachers employ effective questioning techniques to deepen students' thinking; more attention could be paid to catering for learner diversity.

3.3.1 Lessons are well organised with clear learning objectives, and teachers' delivery is fluent, systematic and engaging. Teachers demonstrate effective questioning techniques by not only posing questions to facilitate students' understanding, but also employing probing and follow-up questions to provoke deep thinking. Real-life examples and students' daily experiences are appropriately drawn upon to enhance students' understanding of the learning content. Students are highly engaged throughout the learning process, maintaining a high level of attentiveness. They are able to articulate their views fluently in Cantonese, Putonghua and English, demonstrating impressive trilingual proficiency. Teachers provide positive and timely feedback, which boosts students' confidence and sustains their motivation. In the highly effective lessons, student learning experiences are elevated through teachers' adept scaffolding of new concepts upon students' prior knowledge, enabling them to build connections, extend understanding, and engage in higher-order thinking. Acting as facilitators, teachers guide students to progressively construct their own views and deepen their understanding of the subject matter. Suitable learning tasks are strategically designed to enable students to apply subject knowledge in creative ways, demonstrating originality and strengthening their grasp of key concepts.

3.3.2 Teachers assign pre-lesson tasks, such as watching videos or reading designated texts, to enhance students' readiness for learning. Students generally complete these tasks and have developed a habit of pre-lesson preparation. Some students demonstrate initiative in taking notes and summarising key learning points, reflecting their growing capacity for self-directed learning. e-Learning and AI tools are integrated into classroom activities in several lessons. The real-time interactive features of these applications are effectively employed to stimulate students' interest and

motivation. Learning activities are appropriately designed to enable students to utilise AI tools and apply their prior knowledge in creative tasks. This approach not only strengthens students' engagement but also cultivates their self-directed learning skills and creativity.

3.3.3 Teachers generally monitor students' learning progress and provide individual support to cater for different learning needs. Only a few teachers, however, provide explicit thinking frameworks for the less able students. In some lessons, teachers have given limited opportunities for students to fully display their learning outcomes. To further maximise learning effectiveness, teachers are encouraged to adopt scaffolding strategies and create more space for student participation.

3.4 Values education is smoothly promoted; students' regular and active participation in physical activities still needs to be strengthened.

3.4.1 The school integrates religious education with service learning to promote values education, striving to groom students to become servant leaders and compassionate neighbours who love others as themselves. With a strong religious atmosphere, the school guides students to reflect on how they can use their strengths to help those in need through various religious activities. This approach cultivates compassion, empathy, social commitment and a sense of responsibility. Students are actively participating in voluntary services, such as serving the elderly, cleaning beaches and organising Fun Camps. Building on the tradition of Fun Camps, the school has expanded the scope of these camps to include STEAM, drama and language arts. Under teachers' guidance, students take the initiative to organise science experiments, debates and musical performances for Primary Six students in the district. These activities provide authentic contexts for students to apply knowledge, solve problems and serve others. Through such experiences, students demonstrate leadership skills while further developing communication and collaboration competencies.

3.4.2 The school places a strong emphasis on students' experiential learning in NE. In addition to participating in Mainland exchange tours organised by the EDB, thematic exchange activities are arranged to provide students with first-hand exposure to the history, culture, ecological conservation efforts and technological achievements of our country. Students' reflections following these activities show their appreciation of our country's recent accomplishments in technology and environmental protection, as well as their recognition of the importance of ecological security to both the people and national economy. To foster an atmosphere conducive to the promotion of NE and deepen students' understanding of the historical events, the school organises related learning activities on important occasions with reference to the "National Education – Event Planning Calendar". As observed in the national flag raising ceremony, students observe proper

etiquette and demonstrate a solemn attitude. In “the speech under the national flag”, a student representative delivers her speech in fluent Putonghua, explaining the relationship between the Constitution and the Basic Law, and linking it to the Legislative Council elections in Hong Kong to highlight that voting is both a right and a responsibility of citizens. Students listen attentively, which deepens their understanding of the Constitution and the Basic Law through their peers’ sharing.

3.4.3 To align with the school’s major concern of supporting students’ mental health and well-being, the dual class-teacher system has been extended to the SS level in this SDC, with the aim of strengthening student support and helping students cope with social and emotional challenges. A new team, the “Class Teacher Co-ordinators” has been established in recent years to enhance the planning and coordination of class management, enabling class teachers to more effectively identify students’ developmental needs and provide more personalised guidance and support. The school attaches importance to raising students’ awareness of mental health. A “Chill Corner” has been set up on campus, where students can relax through artistic experiences and recreational activities such as air hockey and table games. Building on the tradition of form association system, three new houses—Faith, Hope and Love—have been introduced to further strengthen connections among students across year levels, providing opportunities for house leaders to demonstrate their leadership. In recent years, the school has acquired a body composition analyser to help students better understand their physical condition and raise their health awareness. However, the school needs to review the genuine effectiveness of the current strategies for reducing students’ stress, and to formulate common strategies for enhancing students’ emotional awareness. A comprehensive analysis of students’ exercise habits is also required. Promoting exercise as a means of stress relief, and continuously planning and refining measures based on students’ developmental needs, would provide more holistic support for their physical and mental growth.

3.4.4 The school provides systematic life planning education with clear foci set for different key stages. At the JS level, the emphasis is placed on self-understanding and goal setting, nurturing students as youthful seekers who begin to explore their aspirations and dreams while at the SS level, further studies, career exploration and management. The school makes purposeful use of its alumni network, inviting graduates to share their experiences in study and employment. In collaboration with various organisations, the school also arranges workplace visits and job-shadowing opportunities, thereby broadening students’ horizons and helping them gain a deeper understanding of the work of different industries.

3.5 Students have achieved outstanding results in territory-wide competitions and maintained steady academic performance; they demonstrate remarkable leadership skills and embody the “SPYC” qualities.

3.5.1 Students are diligent and eager to learn, well-mannered and respectful towards their teachers. Demonstrating a strong sense of belonging to the school, they enjoy school life and show enthusiasm in participating in a wide range of academic, cultural, artistic and service activities. In the English musical performance and other events, students exhibit remarkable leadership skills, artistic talents and commendable language proficiency. Their willingness to serve others and pursue personal aspirations reflects the core “SPYC” qualities, contributing positively to the school’s ethos and culture.

3.5.2 In the past three years, the percentages of students meeting the general entrance requirements for local undergraduate university programmes and sub-degree courses in the Hong Kong Diploma of Secondary Education (HKDSE) Examination were above the territory averages of day school students. Taking into account the S1 intake and the school’s performance in the HKDSE Examination over the past three years, the school has performed steadily.

3.5.3 Students actively participate in a wide range of activities and external competitions. They have won group awards at the Hong Kong School Drama Festival and have been invited to public performances. Over the past three years, they have also been awarded silver and bronze medals in the Hong Kong Cup Diplomatic Knowledge Contest. Students have achieved good results in the Hong Kong School Dance Festival, winning a number of individual and group awards. They have also performed well in STEAM-related competitions, achieving impressive results in territory-wide and international competitions.

4. Conclusion and Way Forward

The school has formulated appropriate development directions to cater for students' needs, with the core value of "Let Our Students Shine" permeating its ethos and practices. The school attaches importance to aesthetic development. The school-based drama curriculum and the Integrated Arts programme broaden students' exposure to diverse art forms. The biennial English musical has become a signature event of the school, cultivating students' artistic sensibilities and language competence, and providing valuable opportunities for them to shine. This theatrical experience effectively enhances their confidence and fosters personal growth. Through values education and service-learning activities, the school nurtures students' leadership skills and other proper values and attitudes, including empathy, responsibility and commitment. National education is smoothly promoted through experiential learning, with a range of exchange programmes to the Mainland covering diverse themes. These initiatives deepen students' understanding of the history and latest scientific achievements of our country. In response to the development of digital education, the school actively explores the integration of artificial intelligence (AI) into learning and teaching. Professional development activities are strategically planned, and school-based policies on the responsible use of AI provide clear guidance for both teachers and students. Systematic life-planning education is also in place. Alumni are invited to share their experiences of further studies and career development, while partnerships with external organisations provide workplace visits and job-shadowing opportunities to broaden students' horizons. With the concerted efforts of dedicated teaching staff and supportive parents and alumni, the school continues to provide rich learning experiences that foster whole-person development. Students demonstrate enthusiasm for learning, respect for teachers and a strong willingness to serve. They exhibit outstanding leadership qualities, artistic talents and language proficiency, and have achieved good results in territory-wide competitions.

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

- 4.1 The current implementation strategies should address the targets more specifically, although the school's development directions are appropriately formulated. To enhance students' emotional awareness and promote their well-being more systematically, the school should engage subject panels and committees in devising agreed implementation strategies which are clearer and more concrete. Greater attention should also be paid to clarifying the reasons behind students' lack of regular exercise routines, with deliberate planning to promote physical activities for balanced growth and as a means of stress relief.

School Response

The school response on the draft ESR report was received on 16 March 2026. The original text of the school response is incorporated as follows.

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16th March, 2026

Mr. Li Ting Yuen
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Dear Mr. Li,

School Response to the Draft ESR Report

Our school expresses its sincere gratitude to the External School Review (ESR) team for their professional and constructive evaluation conducted on 2, 4, 5, 10 and 12 December 2025. We are deeply encouraged by the recognition of our students' achievements and our teaching staff's dedication. The review process has provided a valuable opportunity for reflection, affirming our mission to "Let Our Students Shine". We accept the team's observations with a formal commitment to continuous self-improvement and holistic student development.

Our school is pleased to highlight the following eight key areas of strength identified and affirmed during the review period:

1. Our school has established a comprehensive SSE mechanism that involves all teaching staff in building consensus. The recent establishment of a dedicated "Self Evaluation Team" has further enhanced our capacity for data-driven decision-making.
2. Our signature English Musical serves as a flagship platform for authentic learning, allowing students to engage in scriptwriting and performance within a real-world context. This initiative, alongside English fashion shows and school magazines, significantly boosts student confidence and English proficiency.
3. We have taken a leading role in integrating Artificial Intelligence (AI) into the curriculum. By establishing clear ethical guidelines and providing robust teacher training, we ensure our students navigate the digital landscape responsibly.
4. Through active collaborations with university-led initiatives, our curriculum emphasizes the social dimension of technology (STEAM "S"). For instance, in the PolyU Shaws STEAMS for Good Project, we demonstrate a successful STEAMS model that balances technical skill with social empathy.
5. Through thematic exchange tours and the "National Education Event Planning Calendar", our school has helped students develop a genuine appreciation of the country's technological and environmental milestones.
6. The integration of religious education with service learning in our school has successfully groomed students as "servant leaders", reflecting our core values.

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7. We have successfully cultivated cross-curricular reading habits. Diverse library activities and an inviting environment have effectively enhanced students' self-learning capabilities.
8. The proactive collaboration with universities, NGOs, and the Quality Education Fund (QEF) has secured significant resources for curriculum innovation.

Our school values the ESR team's recommendations and has formulated the following action plans:

- We will establish a dedicated team to coordinate support work and ensure coherent planning across all panels and committees. This team will collaborate with middle management to formulate concrete, agreed-upon strategies to enhance students' emotional awareness. By identifying specific focus areas, we will implement strategies that directly address the development targets set in our school goals (MC2).
- In response to observations regarding sedentary habits, we are reviewing our timetable to increase Physical Education (PE) opportunities. We will conduct a comprehensive analysis of students' exercise habits to encourage balanced growth and stress relief.
- To support all levels of ability, we are strengthening teacher training in the use of "learning scaffolds". This provides clearer thinking frameworks for students, ensuring they have the space to fully display their learning outcomes.
- Regarding non-teaching duties, opinions are primarily exchanged through meetings between subject/functional heads, school management, and teachers. However, we agree that the mechanism can be further optimized to promote more systematic and constructive feedback to facilitate professional growth. Concurrently, we have commenced the planning and evaluation of teachers' work in extracurricular activities this academic year, which will serve as a basis for gradual optimization.

The insights provided by the ESR team serve as a cornerstone for our school's next phase of development. We remain dedicated to fostering an environment where academic excellence and character building coexist. By building upon our identified strengths and diligently addressing areas for improvement, we will continue to provide a high-quality, student-centered education that empowers every Pui Ying student to shine.

Finally, we would like to extend our heartfelt thanks to the ESR team for their professionalism and the spirit of partnership shown throughout the process.



Yours faithfully,

Rev. Po Kam Cheong
School Supervisor