

External School Review Report Concluding Chapter

Aldrich Bay Government Primary 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.

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Upholding the educational beliefs of “caring” and “respect”, the school adopts a whole-school approach to lead the subject panels and committees to promote values education, national education and a healthy lifestyle. Through cross-domain collaboration, a caring and harmonious school atmosphere has been created and students’ needs have been well addressed. The school management strategically deploys and empowers middle managers to realise their potential, and flexibly utilises various resources to implement school development focuses. The school appropriately sets its major concerns based on students’ needs. Subject panels make good use of assessment data to inform curriculum planning and teaching design, continuously promoting student learning. In addition to providing a broad and balanced curriculum, the school also creates diversified learning opportunities to let students of different abilities and learning needs learn from experiences. At the same time, students gain a sense of satisfaction and achievement when showcasing their talent in life-wide learning activities and performance. The teaching team has developed a harmonious working relationship, and a cross-subject professional sharing culture has been established. Students are self-disciplined, courteous and friendly to others. They enjoy campus life and generally display proper values and attitudes, such as optimism, cherishment and gratitude. Students also actively participate in sports events both within and outside the school, gradually cultivating the habit of regular exercise. They love reading and learning, and are willing to communicate with their English teachers in the target language outside the classroom. Through participating in STEAM-related learning activities, students have developed communication and problem-solving skills. A positive learning atmosphere has been created in the school.

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

- To strengthen self-directed learning capabilities among students, the school needs to lead teachers to have more in-depth discussion about the development focus, facilitating their understanding of and consensus over the targets and strategies. Teachers can then formulate specific expected learning outcomes and work in collaboration to lead students to achieve the targets. In addition, during lessons, teachers need to enhance the level of questioning and provide specific feedback to help students analyse the learning content more deeply, thereby developing their ability to reflect on their learning.