

External School Review Report Concluding Chapter

**The Church of Christ in China
Kei Tsz Primary School**

School Address: 152 Tsz Wan Shan Road, Kowloon

**(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

The school upholds the belief of student-centredness and witnessing the love of Christ. Teachers make concerted effort to support students' learning and development, effectively creating a caring and joyful campus atmosphere. The school actively arranges diversified and rich life-wide learning activities to broaden students' horizons and enable them to learn through experiences, arousing their learning interests. To stretch students' potential, the school offers students a wide variety of physical and aesthetic activities, and arranges for them to take part in external competitions based on their performance. The school places due emphasis on students' physical, mental and social well-being, and sets up different dynamic and static activity zones during lunch break, dedicating to helping students develop a healthy lifestyle. Students enjoy and are immersed in a vibrant school life. Teachers, specialist staff and parents maintain close communication with each other, working together to promote students' personal growth and development, and identify students with special educational needs in a timely manner, in order to provide them with appropriate support services.

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

- The school has to improve its self-evaluation work by making integrative use of qualitative and quantitative self-evaluation data to review students' performance and needs. Based on the evaluation outcomes, concrete and specific targets and strategies under the development focuses could be formulated. Teachers have to gain a thorough understanding of the school's targets and strategies, and align their work to enhance effectiveness. Regarding the major concern related to learning and teaching in the current school development cycle, teachers also have to collaborate to optimise strategies in order to help students develop self-learning habits.
- The school has to offer middle managers more opportunities to participate in planning and coordinating work in areas such as curriculum development and student support for professional development, which ultimately benefits students. The school also has to devise holistic strategies in the face of the development trends in education that are of paramount importance, including national security education and STEAM education. It should lead the team in helping students build a more solid knowledge foundation, and developing their proper values and generic skills within and beyond the classroom, in order to foster their whole-person development.