

# **External School Review Report Concluding Chapter**

## **Hong Kong Baptist Convention Primary School**

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Tsuen Wan, New Territories**

**(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

In line with its motto “Integrity, Faith, Love, Diligence”, the school has set clear development directions, taking into account the educational trends and students’ needs. Subject panels and committees well align their work with the school development focuses and evaluate their work progress and effectiveness in a timely manner. The culture of self-evaluation has been embedded into their daily work. The school appropriately follows up on the suggestions given in the last ESR by integrating qualitative and quantitative evaluation data to review its work effectiveness. In the current school year, the school has made good use of the evaluation results to inform planning, with adjustments and refinements of work strategies that focus on student performance, achieving effective self-improvement. Upholding the school mission, the school management effectively steers the team to strive for advancement. The school aptly leverages internal and external resources to provide students with joyful and abundant learning experiences. Hundreds of parent volunteers have been effectively mobilised to participate in different areas of work to foster students’ whole-person development. The school refines the design of the school-based curriculum of subjects on an ongoing basis. In the current school development cycle, STEAM education is promoted through cross-curricular collaboration. The school also attaches great importance to information literacy and continuously develops students’ self-directed learning capabilities and habits through using information technology. Dedicated effort is made to nurture students’ proper values and attitudes within and beyond the classroom. In recent years, the school has strived to boost students’ understanding of and interest in the Chinese culture to develop their sense of national identity. Committed to cultivating students’ passion for life, the school has adopted diverse means to promote their physical and mental well-being. Teachers are adept at selecting appropriate e-learning platforms to refine the lesson design. Diversified teaching strategies are also flexibly adopted to enhance classroom interaction. Teachers give positive feedback to students, and the classroom atmosphere is harmonious and pleasant. Students excel in their studies and enjoy reading. They exhibit respect for their teachers and care for their peers. In addition to displaying good conduct and a strong sense of belonging to the school, students actively participate in internal and external activities and competitions, winning numerous awards.

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

- Building on the good foundation of promoting Chinese culture on campus, the school should lead subject panels and committees to improve the holistic planning

of national education, in order to heighten students' self-awareness of safeguarding national security in and outside the classroom. The school should further strengthen teachers' understanding of national security education (NSE) and the relevant learning and teaching strategies, and make better use of the existing platforms, such as collaborative lesson planning meetings and panel meetings, to encourage professional exchange on the understanding and implementation details of the NSE, thereby fostering collaboration among teachers to enhance students' sense of national identity.