

External School Review Report Concluding Chapter

Hong Kong and Macau Lutheran Church Primary School

**School Address: 4 Chap Fuk Road, Tseung Kwan O,
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

The Incorporated Management Committee places its trust in the school. The school has a harmonious team of teachers who show great care for students. A caring atmosphere prevails in the school, where students have developed a good rapport with their peers and are fully engaged in campus life. The school provides students with diversified learning experiences and opportunities to learn through practice. Students are actively engaged in various life-wide learning activities, STEAM education learning activities and project learning, displaying enthusiasm for hands-on exploration. The campus is imbued with a strong reading atmosphere. Students are fond of reading and sharing what they have learnt from it. The school attaches great importance to students' character development and strives to promote values education. Students are polite, and caring for and eager to serve others. Teachers with different years of experience collaborate and leverage their strengths to improve various aspects of their work, drawing upon years of cumulated experience combined with innovative drive. Based on its needs, the school has refined its organisational structure, which is conducive to enhancing the effectiveness of the leadership among middle managers and driving the school's continuous development.

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

- The school needs to conduct focused evaluation against the targets of its major concerns and priority tasks. In addition to utilising quantitative data, the school has to make good use of qualitative information to gain a comprehensive picture of student performance. This will enable evaluation to inform planning more effectively.
- The school should continue to optimise the planning for teachers' professional development and promote a culture of professional exchange within subject panels and committees. This is especially important in the areas of classroom learning and teaching, national education and national security education. Through discussion and sharing of experience, teachers could explore strategies to engage students in learning, thereby improving learning and teaching effectiveness.