

External School Review Report Concluding Chapter

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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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The school has clear development directions and is able to make good use of evaluation information to inform the planning of implementation strategies, creating favourable conditions for its continuous development. It strives to cultivate a nurturing atmosphere where teachers and students care about each other; students are keen on serving others and enjoy school life. A team of parent volunteers are dedicated to supporting the school work by, for example, assisting in the promotion of life education, thus enhancing the effectiveness of values education. The school curriculum is broad and balanced, catering for the six aspects of students' development. The school provides students with diversified learning experiences, including life-wide learning activities and lessons on multiple intelligences, which are conducive to extending their learning, broadening their horizons and developing their interests. Leveraging e-learning, the school designs pre-lesson preparation activities and assigns extended tasks to students, enhancing their self-learning abilities. With the history and characteristics of the neighbourhood of the school taken into consideration, STEAM education is promoted with the theme of "aviation" in order to bolster students' abilities to apply knowledge and skills across disciplines in an integrative manner. As one of the co-ordinators in the Quality Education Fund Thematic Networks, the school shares its experience and supports other participating schools in promoting STEAM education. The school places an emphasis on students' physical and mental well-being. It nurtures proper values and attitudes in students by fostering life education and the five core values, namely politeness, responsibility, honesty, love and innovation. It has also set up an exclusive area for students to participate in physical activities at recess in order to build an active and healthy school campus.

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

- The school has to strengthen its national education (NE) by carefully planning the NE-related learning activities to incorporate the elements of national security education. It should heighten students' understanding of our country's important historical events and figures, and their awareness of safeguarding national security, thereby cultivating their sense of belonging to our country and national identity.
- The school needs to effectively utilise collaborative lesson planning and other professional development activities to continuously enhance classroom learning and teaching effectiveness. Teachers need to refine the design of group activities to help students construct knowledge and develop generic skills through group discussion. In addition, they should strengthen their skills of questioning and

providing feedback. Different levels of questioning should be adopted to guide students to think from multiple perspectives. Concrete feedback is also needed to stimulate students' self-reflection and improve their learning.