

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 analysed the self-evaluation data of the previous development cycle to identify students' learning and development needs for formulating the development directions of the current cycle. The school management leads the middle managers to work collaboratively in devising work plans and implementing them in an orderly manner, gradually achieving consensus among them. The school upholds its core values of "thankful, faithful and joyful" in promoting values education, and makes good use of diversified service learning activities in and outside the classroom to teach students to actualise the school motto of "Not to be served but to serve". The school has implemented a positive pastoral care policy to reward students for their good behavior, and refined and integrated different award schemes to effectively strengthen students' positive behaviour and enhance their self-confidence. The school makes good use of the resources from external organisations and the community to aptly arrange diversified life-wide learning activities, enabling students to learn in authentic contexts in the community, broadening their horizons and enriching their learning experiences. The school attaches importance to students' balanced physical and mental development. Through optimising the afternoon lessons on multiple intelligences, the school provides opportunities for students to develop their expertise in different areas, covering physical and aesthetic activities and uniform groups, with a view to nurturing their non-academic talents. Teachers are dedicated to teaching and caring about students' growth in various aspects. A harmonious teacher-student relationship has been maintained and a caring school atmosphere cultivated. Students enjoy a happy school life. They are willing to serve others and thankful for the school and their family.

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

- In order to enhance self-evaluation effectiveness, the school has to use qualitative and quantitative self-evaluation data and information in an integrative manner and holistically evaluate the work effectiveness on, for example, e-learning and reading, so as to inform whole-school curriculum planning. Meanwhile, the school needs to strengthen school-level coordination and support for curriculum development priority tasks, national education and STEAM education in particular, to further promote collaboration among subject panels and committees, thereby improving related work.

- In terms of learning and teaching, the school has to strengthen teachers' professional development and continuously enhance classroom learning and teaching effectiveness. This includes promoting teachers' full use of students' pre-lesson preparation outcomes in lessons, guiding students to leverage e-learning to construct knowledge, connect learning content and deepen their learning. Teachers should give specific feedback focusing on students' learning difficulties, and optimise the design of group activities to promote collaboration among students in order to fully support students' diverse learning needs.