

External School Review Report Concluding Chapter

S.K.H. St. Peter's Primary School

School Address: 70 & 88 Hill Road, Hong Kong

**(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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Closely following the development trends in education, the school formulates appropriate development priorities with a clear direction, based on its mission and students' characteristics and needs. The school management leads the team in forward-looking planning, building consensus among stakeholders, and tapping into internal and external resources. They maintain close communication with parents, alumni and other stakeholders, working together to drive steady progress of the school. The school continuously refines its work in learning and teaching, and support for student development. Subject panels work closely to provide students with rich learning experiences, helping them build a solid knowledge foundation and developing their generic skills such as critical thinking skills. The school appropriately promotes STEAM education, enabling students to integrate and apply knowledge and skills across disciplines. Alongside the orderly implementation of information literacy education, the school also strives to promote Reading across the Curriculum to expand students' reading horizons. Students are fond of reading, possess good reading habits and skills, and understand the importance of using information and information technology correctly. The atmosphere of classroom learning is positive and vibrant. Teachers use diversified learning tasks and ask multi-level questions to encourage students to actively construct knowledge and deepen their thinking, enhancing their higher-order thinking and presentation skills. Students are willing to share and discuss in class, exhibiting good communication, collaboration and problem-solving skills. In addition, the school creates ample opportunities to promote students' diversified development and physical and mental well-being in and outside the classroom. Students are humble, courteous, respectful towards teachers, self-disciplined, and they possess good learning motivation and attitudes. They are adept at interpersonal communication, enjoy campus life, and have a strong sense of belonging to the school.

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

- Teachers need to better incorporate the elements of values education into their lessons, and guide students to reflect on and share the morals related to the learning topics through appropriate learning and teaching strategies. Teachers also need to connect students' life experiences and guide them to integrate their learning within and beyond the classroom, further fostering their proper values and attitudes.