

# **External School Review Report Concluding Chapter**

**Sha Tin Wai**

**Dr. Catherine F. Woo Memorial School**

**School Address: 2 Jat Min Chuen Street, Shatin,  
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

Upholding the educational belief of “virtue takes precedence”, the school is committed to instilling proper values in students through various service learning activities. Opportunities for students to put virtues into practice include the school’s service day, donating lunch boxes and visiting people in need in the community. Students are keen to serve others and care for the community, manifesting the spirit of benevolence and responsibility. The school management has a clear education mission and sets specific directions for school development that align with education development trends. It leads the school to progress steadily towards promoting students’ whole-person development through strategic professional development for the teachers. It also makes good use of its connections with school partners, such as external organisations and parents, to implement priority tasks. In recent years, the school has strengthened life planning education and national education, using diversified strategies within and beyond the classroom to effectively enhance students’ understanding of themselves and our country. The school also emphasises promoting the collaboration and synergy among subject panels and committees in areas such as STEAM education, cross-disciplinary project learning and Reading across the Curriculum. This provides ample opportunities for students to integrate and apply knowledge and skills across disciplines, enhancing their generic skills. Students actively participate in various activities and competitions inside and outside the school. They enjoy reading and often take the initiative to do so. During class activities, they are willing to communicate with their peers and get along harmoniously, helping and encouraging each other.

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

- To better cater for learner diversity, teachers should employ questions that can develop students’ higher-order thinking skills in class to help them analyse and synthesise learning content for more in-depth learning. Teachers should also be flexible and adjust the teaching pace or strategies based on students’ learning progress, and provide more guidance or demonstration to help students gradually master their learning.