

External School Review Report Concluding Chapter

Tseung Kwan O Catholic Primary School

**School Address: 6 Tong Yin Street, 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

With the school motto “Diligence, Wisdom, Love, Honesty”, the school strives to nurture students’ proper values. In the current school development cycle, the school has set different development focuses, including developing students’ generic skills, proper values and attitudes, and a healthy lifestyle to promote their whole-person development. Weekly sessions for life-wide learning and co-curricular activities, covering values education, sports and art, are arranged to enrich students’ learning experiences and enable their balanced development. The school explicitly encourages students to engage in Physical Activity Dice during recess and spine-strengthening exercises during morning assemblies, which helps them develop a habit of regular exercise and maintain a healthy lifestyle. In line with the development of STEAM education, coding elements are added to the curricula at different key stages, strengthening students’ foundation in computational thinking. Inside the classroom, teachers use e-learning resources and apps to elicit teacher-student and student-student interactions in a systematic manner, facilitating student learning. The school attaches importance to enhancing students’ language abilities. The language policy is concrete and clear, and ample opportunities are provided for students to enhance biliteracy and trilingualism through regular language activities and contests in and outside the classroom. Striving for betterment, students are fond of learning and well-disciplined. Most can communicate effectively in English and Putonghua, displaying good speaking ability. They enjoy school life and have a 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.

- There is room for improvement in the planning of school development focuses. The school has to use different data to evaluate work effectiveness, with due attention given to student performance, in order to inform planning, including adjusting the work plan based on changes and progress across years, and drive its continuous development.
- The school has to invigorate cross-subject coordination and collaboration. Examples include strengthening creativity and problem-solving elements in the promotion of Reading across the Curriculum and STEAM education. This approach provides increasing opportunities for students to integrate, synthesise and apply related subject knowledge and skills.