

External School Review Report Concluding Chapter

Tseung Kwan O Government Primary School

**School Address: Hau Tak Estate, Phase II, Area 41,
Tseung Kwan O, NT**

**(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 conducts self-evaluation effectively, sets clear development goals, and builds consensus amongst teachers to jointly formulate and thoroughly implement relevant strategies. The school is making progress in utilising both qualitative and quantitative self-evaluation data and information to review work effectiveness and continuously enhance its measures on learning and teaching and student support. Under the professional leadership of the school management and middle managers, and through the concerted efforts of teachers, the school has made pleasing achievement in cultivating students' self-directed learning (SDL) skills in recent years. The school is dedicated to promoting cross-curricular learning. This school year the timetable has been revised to release learning time in the afternoon, which facilitates the arrangement of a diversified range of learning activities on reading, physical and aesthetic development and values education, creating space for students and facilitating their balanced physical and psychological development. The school's development of STEAM education is in good progress, enabling students to integrate and apply knowledge and skills across disciplines, and design and create products with the aim of solving social or environmental problems; elements of values education are also appropriately incorporated during the process to cultivate students' concern and care for the society. The school attaches great importance to character building of students. The systematic arrangement of service learning and fun-filled values education activities helps nurture students to care for others and develop proper values and attitudes of loving the community and our country. The school strategically implements life planning education and progressively infuses elements of life planning through spiral learning activities, effectively helping students better understand themselves and set goals for their future development. Students are well-disciplined, courteous and willing to communicate with others, and they maintain a harmonious relationship with teachers and peers.

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 effectiveness of classroom learning and teaching. In view of students' learning progress and limited lesson time, teachers have to flexibly arrange the learning activities to reserve ample time for students to fully demonstrate their learning outcomes and for teachers to provide feedback on student performance. Teachers also have to deepen student learning through effective consolidation of the lessons. Regarding the major concern of enhancing students' inquiry and SDL skills in the current school development cycle, teachers

have to design enquiry-based learning tasks to help students apply prior knowledge and skills, probe into the learning content, and further develop their higher-order thinking skills.