

External School Review Report Concluding Chapter

Tsuen Wan Government Primary School

School Address: 600 Castle Peak Road, Area 2, Tsuen Wan

**(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 aligns with its mission, striving to foster students' whole-person development. The development focuses in recent years on promoting self-directed learning and creating a healthy campus environment cater for students' learning and development needs. The school attaches importance to nurturing students' active learning capabilities. Students display sincere learning attitudes and proactiveness. They highly engage in learning activities, and have good learning motivation and ability. The school has adjusted the timetable arrangement, providing students with more time in the afternoon to engage in a good variety of learning activities and attend tutorial classes. This has effectively enriched their learning experiences both in and outside the classroom, and created space for them, fostering a balanced physical and mental development. The school has successfully nurtured a loving and caring culture on campus. Through a wide range of physical and aesthetic activities, service opportunities and leadership posts, the school has strengthened students' sense of connectivity, self-confidence and leadership skills. Students are ready to participate in physical and aesthetic activities, and eager to serve others. Student leaders are committed to fulfilling their responsibilities. Students enjoy school 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.

- The school has to strengthen its professional leadership. The leading role of the school management and middle managers has to be invigorated to enable personnel of different management levels to play a practical planning and coordinating role in reviewing and improving the overall school planning. The school needs to expedite the development of various curriculum focuses, including STEAM education, national education, and national security education. The collaboration among different subject panels and committees needs strengthening to create synergy in the implementation of priority tasks. The school should also devise targets focusing on students' performance, and make good use of both qualitative and quantitative self-evaluation data to conduct a holistic evaluation. Such an evaluation is a valuable tool for strengthening the effectiveness of school self-evaluation (SSE), providing specific feedback to inform planning, and fostering the school's continuous improvement and development through the SSE cycle.
- Given students' pleasing abilities, the school has to raise expectations of them, enhancing the challenge in classroom learning. Teachers should use more thought-provoking questions and specific feedback to develop students' higher-

order thinking skills, stretching their potential. Additionally, the school should optimise the design of group activities to promote collaboration and peer learning among students. To achieve this, the school has to make good use of the existing professional exchange platforms, and continuously refine the teaching designs to enhance the effectiveness of learning and teaching.