

External School Review Report Concluding Chapter

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**(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

The school has effectively promoted continuous development through its self-evaluation cycle. In reviewing work effectiveness, the school focuses on student performance, conducts an integrative analysis of self-evaluation information and data, and follows up on evaluation outcomes, manifesting the spirit of using evaluation to inform planning. The school's decision-making process is transparent. The teaching team has reached a consensus on the school's development direction and collaborates to implement its major concerns. The school cares for students' learning and developmental needs, continuously refines the curriculum, and actively organises cross-disciplinary "Thematic Research Week" to promote cross-curricular learning. It also designs engaging life-wide learning activities that enrich students' learning experiences, which helps them build a solid knowledge foundation and develop skills. Classroom activities are diversified, enhancing teacher-student and student-student interactions. They are also conducive to boosting students' interest and motivation in learning. Students are able to complete pre-lesson preparation tasks and post-lesson extended learning activities assigned by teachers, demonstrating good self-learning attitudes and habits. Many students take the initiative to borrow books and enjoy reading. Meanwhile, the school creates platforms to encourage students to perform and share, helping them build self-confidence. Peer learning and encouragement are commonly observed among students. The school has also increased opportunities for physical activities on campus, and students have responded enthusiastically, bringing vitality to the school. Students are polite, sincere, and have a strong sense of belonging to the school. Their academic performance is commendable.

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

- The effectiveness of implementing some key tasks varies among teachers. The school management and middle managers have to strengthen their professional leadership, fully exercise their roles in monitoring and supporting teachers, and enhance professional exchanges within the school. This will improve teachers' effectiveness in promoting STEAM education, national security education, life education, and addressing students' diverse learning needs in lessons.