

External School Review Report Concluding Chapter

**Assembly of God Leung Sing Tak
Primary School**

**School Address: 2 Man Kuk Lane, 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

Since the last External School Review, the school management has revamped the administrative structure, clearly delineated subordinate relationships and responsibilities at different levels, and actively leveraged various external resources and professional support. Steady progress is made in the development of work, and the effectiveness of professional leadership is gradually becoming evident. In line with curriculum development trends and students' needs, the school has offered diversified learning activities to enrich students' learning experiences. Parents are also invited to participate and collaborate in supporting students' growth. The school emphasises students' physical and aesthetic development and provides students with numerous opportunities for competitions and performances to promote their whole-person development. Students actively participate in various life-wide learning activities both in and outside the school, which helps to build their confidence. The school is committed to promoting e-learning and aims to foster students' learning interests and motivation through a wide range of learning and teaching activities. Students are diligent, attentive, and eager to participate in classroom learning activities. By integrating service learning, the school enables students to put proper values into practice, demonstrating the spirit of caring. Students enjoy campus life, maintain a harmonious relationship with their peers, and exhibit a strong sense of unity.

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 school self-evaluation. The school management has to focus on student performance, make an integrative use of qualitative and quantitative self-evaluation information and data, and strengthen the holistic review of work effectiveness. It also has to actively involve the participation of relevant committees, enhance the collaboration between subject panels and committees, and facilitate the joint implementation of the school's development priorities, thereby further improving the overall work effectiveness.
- The effectiveness of catering for learner diversity needs to be strengthened. The school has to make good use of learning assessment data to identify students' learning difficulties and explore strategies to cater for learner diversity, such as improving the design of group activities in class, enhancing teachers' questioning techniques, and appropriately adapting learning activities and materials according to students' abilities, in order to facilitate student learning.