

External School Review Report Concluding Chapter

Choi Wan St. Joseph's Primary School

**School Address: Estate Primary School No 2, Choi Wan Estate,
Kowloon**

**(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 management has a solid understanding of its challenges and is able to set clear development directions with the teaching team in alignment with students' learning and development needs and educational trends. It values the opinions of teaching staff and invites teachers at all ranks to participate in the formulation of major concerns, reflecting an open and transparent culture. Committed to promoting teachers' professional growth, the school leverages resources from the school sponsoring body and external organisations to broaden teachers' horizons and enhance their professional capacity. The school provides students with diversified life-wide learning activities to enrich their learning experiences, and creates opportunities for them to showcase their talents, thereby boosting their confidence and sense of achievement. The school steadily develops STEAM education and Reading across the Curriculum, helping students connect and apply knowledge across subjects while nurturing generic skills, for example, communication and problem solving skills. The school optimises its school-based values education curriculum by integrating the six virtues of the "Children of St. Joseph's" with the Education Bureau's priority values and attitudes. Through values education lessons, form teacher periods and service learning, the school fosters students' proper values such as benevolence, responsibility and filial piety. The school places great emphasis on students' physical, mental and spiritual well-being, systematically identifying and addressing their individual learning and development needs. The concerted efforts in supporting students' growth are commendable. A positive and caring atmosphere prevails on campus, with harmonious relationships between teachers and students. Students are well-behaved, eager to learn, respectful towards teachers, friendly with peers, and actively engaged in school life. They display a sense of belonging to the school and are confident in expressing their opinions.

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

- In conducting self-evaluation, the school, including its subject panels and committees, primarily reviews the work effectiveness based on task completion and stakeholders' perceptions, rather than student performance. The school should guide its subject panels and committees to formulate specific expected learning outcomes in alignment with the targets and evaluate the work effectiveness based on student performance.
- The school has yet to strengthen its work to help students reach their full potential. The school should enhance the planning for gifted education to explore and nurture students' diverse potential. In the classroom, teachers should employ various

strategies to stretch students' abilities, such as using open-ended questions to stimulate their thinking, or utilising group work to develop their higher-order thinking skills through collaboration in completing challenging tasks.