

# **External School Review Report Concluding Chapter**

**Fong Shu Fook Tong Foundation  
Fong Shu Chuen Primary School**

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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

In general, the school can set its development directions to meet their student needs, and subject panels and committees actively align their work plans accordingly. The school makes reference to different data in evaluating its work effectiveness. The school management manages to play the role of professional leaders, fostering a positive culture of professional exchange and leading the teachers to address major renewed emphases in curriculum development, such as enhancing teachers' assessment literacy and designing diversified formative assessments to help them understand students' learning progress in a timely manner. The school continually enhances classroom teaching, with teachers adopting diverse and engaging learning and teaching strategies to boost students' motivation and interest in learning. The school is committed to promoting values education through a multi-pronged approach that effectively helps students develop proper values and attitudes. In addition to organising activities related to Chinese culture, the school leverages resources to arrange Mainland exchange activities, enabling students to understand the latest development of our country through field study activities and develop friendship with students from sister schools. The school places emphasis on students' healthy development. It offers activities across levels to help them establish a habit of regular exercise and alleviate their learning pressure. The school strives to create a positive and caring atmosphere on campus by organising different activities to raise students' sense of belonging to the school. It also implements a range of measures to effectively assist Primary One students in adapting to the learning mode in primary schools, allowing them to enjoy their school life. Students are well-behaved and courteous. They show respect to their teachers and have maintained a good teacher-student relationship.

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

- The effectiveness of school self-evaluation needs improvement. The school management has to set specific students' expected learning outcomes that align with development targets. It also has to lead teachers to engage in in-depth discussions to strengthen their understanding of the major concerns and the targets. The school management needs to support subject panels and committees in evaluating their work effectiveness by focusing on student performance, thereby enhancing the overall effectiveness of the evaluation.
- There is room for improvement in school curriculum planning. Subject panels need to improve the design of project learning in STEAM education by adopting an open-ended approach and reinforcing the connections between the necessary

knowledge and the curriculum. This will help enhance students' creativity and problem solving skills. Subject panels also need to conduct an in-depth review of students' reading habits to refine or enrich relevant implementation strategies to promote their active reading.