

External School Review Report Concluding Chapter

Good Counsel Catholic Primary School

School Address: 9 Kwong Lee Road, Shamshuipo, 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.

Concluding Chapter

The school has embraced the concept of self-evaluation and effectively utilises self-evaluation results to inform planning. Through the “Planning-Implementation-Evaluation” cycle, the school fosters continuous development and demonstrates a spirit of self-improvement. The school management fully considers stakeholders’ views and, in alignment with educational trends and students’ needs, sets clear development goals and strategies with transparent decision-making. The school management effectively performs its monitoring and supporting roles, leads the teaching team to implement various tasks and provides students with diverse learning activities to stretch their potential. The school also makes good use of stakeholders’ support to address students’ learning and development needs. The school curriculum connects with students’ life experiences. Through activities like multiple intelligences classes, STEAM project learning, and external visits, the school enriches students’ learning experiences, helps them build a solid knowledge foundation, and develops their generic skills. The classroom learning atmosphere is positive, and teachers make good use of e-learning tools to assist students in understanding the learning content. The school focuses on students’ needs and meticulously plans support initiatives, including counselling activities, personal growth classes, and social skills training in groups. The school employs various strategies to promote values education. It systematically implements annual values education themes in a “six-year integrated” approach, complemented by service learning, to cultivate and practise proper values and attitudes in students. The school has successfully created a respectful and positive school culture. It also provides ample opportunities for students to showcase their talents, engage in physical activities, and promote balanced physical and mental development. Students are engaged in learning, disciplined and courteous. They actively participate in school activities and maintain harmonious relationships with peers. They are willing to serve others, demonstrating a caring spirit.

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 design of group activities in some lessons. The school needs to guide teachers to improve the design of group activities by strengthening collaborative elements to promote peer discussion and co-construction of knowledge, thereby maximising the benefits of peer learning. Teachers also need to adjust teaching strategies and pace based on student performance to further enhance the effectiveness of catering for learner diversity in the classroom.