

External School Review Report Concluding Chapter

**Hong Kong And Kowloon Kaifong Women's
Association Sun Fong Chung Primary School**

**School Address: Estate Primary School No 3 Fu Shin Estate,
Phase III, Area 17 Tai Po, 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

The school formulates clear development directions in response to students' learning and development needs, and educational trends. Building on the achievements of the previous school development cycle in promoting e-learning and self-directed learning, various subject panels continue to extend students' learning in the classroom through a learning management system, fostering their habit of self-learning. In recent years, the school management has strengthened the collaboration among subject panels to promote cross-curricular learning, providing opportunities for students to apply interdisciplinary knowledge and skills. For example, the school-based curriculum is designed with a neighbouring park as a theme to encourage students to step out of the classroom for cross-curricular learning. This helps consolidate, extend and deepen students' classroom learning. The school actively promotes reading by organising various activities to enhance students' interest in reading and create a reading culture on campus. The design of STEAM education activities is connected to students' daily lives, enabling them to integrate and apply knowledge, and strengthen their problem solving skills. The school values students' affective development, and physical and mental well-being. In addition to nurturing their social and emotional skills, the school introduces various emerging sports to increase students' interest in doing exercise and help them establish a healthy lifestyle. Teachers assign pre-lesson tasks through e-learning platforms and start the lesson by showcasing students' work. Students complete the tasks conscientiously and have developed a habit of pre-lesson preparation. Teachers also appropriately incorporate elements of values education into classroom learning, cultivating students' proper values and attitudes, such as benevolence and empathy. Students are modest and well-disciplined. They show mutual care and willingness to serve their peers, and display a sense of belonging to the school. They perform well academically and actively participate in various activities and competitions.

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

- The lack of clarity regarding the targets of the school's major concerns and specific expected learning outcomes related to students' communication and thinking skills, and healthy lifestyle affects the effectiveness of self-evaluation. The school should set specific expected learning outcomes with a focus on students' performance. By reviewing and understanding the impact of the related work on students' learning and growth, the school can make better use of the evaluation findings to inform future planning.
- Regarding classroom learning and teaching, teachers have yet to effectively guide

students to think from multiple perspectives and deepen their learning through questioning. Some group learning tasks lack elements of discussion and collaboration. Subject panels need to provide teachers with professional development and appropriate support regarding the use of different levels of questions to help students analyse and synthesise their learning and develop their higher-order thinking skills. Furthermore, subject panels need to guide teachers to optimise the design of group activities based on students' abilities and needs. By doing so, students can construct knowledge through collaboration and enjoy the benefits of co-learning.