

External School Review Report Concluding Chapter

Hong Kong Taoist Association The Yuen Yuen Institute Shek Wai Kok Primary School

**School Address: Estate Primary School No 2 and Annex
Building, Shek Wai Kok Estate, Tsuen Wan,
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 has a clear understanding of the “enhanced School Development and Accountability framework”. All teachers are involved in formulating the student-centred major concerns, with priority tasks covering the seven learning goals. The school’s development priorities are sharp, and strategies are specific. Under the effective leadership and support of the school management, subject panels and committees have implemented various tasks in an orderly manner. The school selects appropriate self-evaluation tools in alignment with its development focuses, and collects both qualitative and quantitative self-evaluation data and information for an in-depth analysis. This enables the school to reflect on areas where students still need improvement and use the evaluation findings to inform planning, effectively demonstrating the spirit of self-evaluation. The school curriculum is broad and balanced, providing diversified learning experiences, including local field trips and study tours outside Hong Kong, which help students extend their learning beyond the classroom. The project learning designed by subject panels facilitates students’ connecting knowledge across disciplines, deepening their learning. Reading elements are incorporated in the school-based STREAM education, where students first read relevant materials and then complete learning tasks, broadening their reading horizons. The school places good emphasis on students’ moral development, integrating Taoism education into values education. It also increases opportunities for service learning to cultivate students’ proper values and attitudes at the cognition, affection and action levels. Students are well-disciplined, courteous, and eager to serve others. A caring atmosphere has been created on campus. The school recognises students’ accomplishments by showcasing their learning outcomes both in and outside the classroom. Students’ self-confidence is gradually enhanced.

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

- The school has formulated standardised classroom learning and teaching strategies to promote students’ pre-lesson preparation and class participation. However, the effectiveness of group activities in class is average. Teachers need to improve the design of activities by providing sufficient room for discussion and assigning clear roles before the activities to maximise the benefits of peer learning. Teachers also need to adjust appropriately the requirements of learning tasks and the level of questioning to cater for the needs of students with different abilities.