

External School Review Report Concluding Chapter

**Jordan Valley St. Joseph's Catholic
Primary School**

School Address: 80 Choi Ha Road, 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 effectively leads the team to reflect on students' needs with reference to the seven learning goals, and formulate clear development directions. The school proactively taps external resources and professional support, and leverages teachers' collaborative efforts in developing school-based curriculum, thereby enhancing teachers' professional capacity. The team works cohesively, with good communication and collaboration, establishing a culture of professional exchange. Home-school co-operation is good, with parent volunteers enthusiastically participating in services, facilitating students' whole-person development. The school keeps abreast of the educational trends, continuously optimising its school-based curriculum to provide students with rich learning experiences. In the previous school development cycle, the school strived to promote blended learning and effectively utilised e-resources. Students have developed the habit of pre-lesson preparation, and their self-directed learning capabilities have also improved. The school employs diversified strategies to promote reading, increasing students' reading interest and fostering a favourable reading atmosphere on campus. It also aptly nurtures students' proper values and attitudes in and outside the classroom to deepen their understanding of the development of our country and Chinese culture, and promotes a healthy lifestyle through various means to facilitate students' balanced physical and psychological development. Teachers generally make good use of e-learning platforms to assign class work and make flexible arrangements for group activities to enhance peer interaction. Students are attentive in class and actively respond to teachers' questions; the learning atmosphere is positive. They achieve commendable academic results, display good conduct, enjoy campus life, get along well with peers, and actively participate in internal and external activities and competitions.

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

- The school's self-evaluation performance is satisfactory. Building on the good foundation, the school management should further consolidate and analyse the self-evaluation information and data from subject panels and committees, and strengthen the review of work effectiveness at the school level to maximise the benefits of the self-evaluation cycle. The school management should also lead subject panels and committees to conduct in-depth analyses of student performance against the targets of the major concerns, refine the design of STEAM education activities and improve questioning techniques, continuously enhancing students' learning abilities.