

External School Review Report Concluding Chapter

Lui Cheung Kwong Lutheran Primary School

School Address: On Ting Estate, Tuen Mun, 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.

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The school provides students with an all-rounded and balanced Christian education in the six aspects of development. In recent years, the school has gradually refined its curriculum and student support measures to align with education development trends and student needs. The school management is generally able to formulate teachers' professional development plans to address school's development priorities. Additionally, the school actively seeks external support to foster teachers' professional growth and leverages stakeholders' concerted efforts to create diverse learning experiences for students. The school organises a variety of life-wide learning activities to broaden students' horizons. Apart from planning STEAM project learning activities on various themes and optimising its reading award schemes, the school offers lessons on multiple intelligences across different domains. This enables students to explore their interests and stretch their potential through experiential learning. The school values students' whole-person development. Student support committees collaborate actively to nurture students' priority values and attitudes, such as responsibility, benevolence and commitment. They cultivate good qualities of "Outstanding Lui Cheung Kwong Lutheran Primary School students", including courtesy and love for the school, through service learning and reward schemes. The school also utilises a good range of national education and sports activities to foster students' national identity and promote a healthy lifestyle. Students are modest and receptive to learning, and the classroom learning atmosphere is positive. They show enthusiasm for campus life and eagerly participate in various activities, and have developed a sense of belonging to the school. Student leaders and helpers are always ready to serve, and the school is imbued with a harmonious atmosphere.

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, and the professional leadership role of the school management has yet to be fully realised. Regarding the deficiency in setting targets and evaluating work effectiveness, the school has to formulate concrete targets for its major concerns and development priorities. In the evaluation process, the school has to conduct an in-depth analysis of student performance and assess work effectiveness holistically against its targets to inform future planning. The school has to promptly review its organisational structure, including proper duty allocation and collaboration among vice-principals. This will strengthen their coordination and monitoring of learning and teaching and student support, thereby enhancing the guidance and support provided to subject

and committee heads.

- The use of the school-based lesson framework needs refinement. Under the framework, teachers have to continuously improve the design of group activities to promote peer learning, and flexibly adjust the requirements for student presentations. They also have to enhance their questioning techniques by making good use of probing and questions of different levels to provoke students' thinking. Moreover, they should improve the design of tiered lesson worksheets to foster students' higher-order thinking skills.