

External School Review Report Concluding Chapter

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**(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's major concerns are student-centred, and the implementation strategies are generally appropriate. Since the last External School Review, the school management has improved the self-evaluation work, increased teacher participation in the decision-making process and enhanced their skills in analysing self-evaluation information and data. In recent years, the school has reorganised its administrative structure, strengthening the monitoring of and support for subject panels and committees. The school flexibly utilises various resources to support the needs of teachers and students appropriately. Subject panels and committees have collaboratively revised the school-based self-directed learning curriculum, creating rich learning experiences for students and striving to develop their creative thinking and generic skills. The school has also promoted diversified reading strategies and actively implemented Reading across the Curriculum, with students showing pleasure in reading. During this cycle, the school has restructured its school-based curriculum framework of values education, planning suitable learning activities within and beyond the classroom to cultivate students' proper values and attitudes. The school attaches importance to fostering students' healthy lifestyles. Through initiatives such as the "My Healthy Lifestyle" booklet, exercise routines during breaks, and lunchtime activities, students have developed the habit of regular exercise. Additionally, through home-school co-operation, parents and the school work together to support students' emotional needs. Students are lively and cheerful. They enjoy communicating with others, demonstrate strong learning motivation in class and enthusiasm in school life, with active participation in various activities in and outside the school.

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

- Although the school has restructured its school-based curriculum framework of values education, it has yet to set specific learning expectations for the core values. This hinders the evaluation of the impact of related initiatives on students. To facilitate the evaluation of its work effectiveness, the school has to set expected learning outcomes at the levels of cognition, affection and action according to the students' key stage of learning for the values promoted under the major concerns. In addition, the school has to enhance the atmosphere for national education on campus, further cultivate students' sense of national identity and their responsibility to safeguard national security in and outside the classroom.
- In the classroom, the effectiveness of group activities varies. The school needs to guide teachers to refine the design of group activities and create more room for

discussion to maximise the benefits of peer learning. Teachers have to make better use of questioning and provide specific feedback to stimulate students' thinking and help them improve their learning, thereby enhancing the overall effectiveness of classroom learning and teaching.