

External School Review Report Concluding Chapter

Shak Chung Shan Memorial Catholic Primary School

**School Address: 39 Wing Shun Street, Riviera Gardens,
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 formulated clear and student-centred development directions. The school management effectively leads the teaching team to continuously refine the school curriculum, including progressively implementing thematic STREAM¹ education activities across year levels, establishing key character traits to be nurtured, and strengthening national education. The school actively explores and makes good use of internal and external resources to enhance teachers' professional capacity and facilitate the implementation of priority tasks. A close partnership has been established between the school and parents. Through various parent-child activities and parent evaluations, the school and parents work together to support students' learning and development needs. The school has a strong collaborative culture, with subject panels and committees working together to implement the school's priority tasks both in and outside the classroom. The school has been steadily developing its STREAM education. The planning of values education is comprehensive and progress has been made in the promotion of national education. Mainland study tours and exchange activities outside Hong Kong broaden students' horizons. In general, the school is able to help students develop a healthy lifestyle through diversified strategies. In addition to organising a variety of physical and aesthetic activities, the school also teaches students ways to manage their emotions, fostering their physical and mental well-being. Students exhibit confidence, fairly good learning attitudes and communication skills. They are courteous, well-disciplined and caring for their peers. They enjoy school life, and actively participate in internal and external activities and competitions, achieving remarkable success in various fields.

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

- Regarding school self-evaluation, the annual review lacks specificity. The school should focus on targets such as students' generic skills, character traits, and physical and mental well-being during the process. It should effectively use both qualitative and quantitative self-evaluation data to holistically review student performance, thereby enhancing the effectiveness of using evaluation findings to inform planning.
- In terms of learning and teaching effectiveness, there is room for improvement in the design of group activities in class. Teachers could increase the collaborative elements in activities to promote peer learning. Teachers' feedback skills could

¹ Refers to Science, Technology, Reading/Religion, Engineering, the Arts and Mathematics

also be enhanced, including giving students specific feedback based on their performance and stimulating their thinking, thereby better helping students improve their learning.