

# **External School Review Report Concluding Chapter**

## **South Yuen Long Government Primary School**

**School Address: No 21, Lam Hau Tsuen Road, Yuen Long,  
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 places great emphasis on team building. In response to its development needs, the school has reorganised the administrative structure, adjusted administrative duties and clearly delineated job responsibilities. These measures strengthen professional leadership, with the aim of enhancing learning and teaching effectiveness, and facilitating succession planning. The school management is committed to bolstering teachers' professional capacity, fostering internal professional exchange, and effectively leading the team in continuously refining curriculum planning and values education to address educational trends, and students' learning and development needs. Self-directed learning is promoted to cultivate students' self-learning habits. Students are enthusiastic about learning. They actively respond to teachers' questions, and effectively use thinking tools for lesson preparation and knowledge consolidation, demonstrating their self-learning capabilities. The school strives to broaden students' horizons by offering diversified life-wide learning activities and enriching their learning experiences outside the classroom. The school values the importance of building a caring and harmonious learning atmosphere, designing various programmes and tasks to enable students of different abilities to practise good deeds in their daily lives. Students are self-disciplined and courteous. They enjoy school life and actively participate in both 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 mostly conducts evaluation on a programme basis. It should use self-evaluation information and data in an integrative manner for in-depth analyses, and holistically review its work effectiveness. These evaluation results are essential for the school management to inform future planning, which facilitates the school's continuous development. When evaluating the implementation of national education and national security education in and outside the classroom, the school management tends to focus more on task completion and stakeholders' perceptions. The school needs to conduct a comprehensive analysis, taking into consideration teachers' observations, students' performance in assignments, reflections on activities, and relevant data from evaluation tools to better understand students' performance in terms of knowledge, affection and action. Through curriculum and activity planning, the school could enhance students' awareness of safeguarding national security.
- Currently, some of the group learning tasks in the classroom are rather simple, requiring little discussion and collaboration, which results in students completing

the tasks individually. Teachers should review the design of group activities and make good use of diversified learning and teaching strategies. These include designing more challenging tasks, creating open-ended scenarios, employing questions of different levels, and adjusting teaching content and pace based on students' performance to enhance learning and teaching effectiveness.