

# **External School Review Report Concluding Chapter**

**St. Matthew's Lutheran School (Sau Mau Ping)**

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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 is able to set development directions in line with students' needs as identified from various school self-evaluation information. Through school-based reading lessons and diverse reading activities, the school systematically cultivates students' reading abilities and habits, effectively establishing a favourable reading atmosphere. The school promotes STEAM education through interesting and diversified programmes such as cross-disciplinary project learning and multiple intelligences lessons. Beyond the classroom, the school arranges a good range of life-wide learning activities, including subject days and "Art Bazaar" events, providing students with ample opportunities to showcase their talents and learning outcomes. For example, "Chinese-Putonghua Day" and "English Day" are organised to create a favourable language learning environment. The school steadily promotes values education. Yearly priority values are set and students' good behaviour and habits are nurtured through subject learning, award schemes and service learning. The school also actively organises a wide array of national education activities in and outside the classroom to cultivate students' sense of national identity, showing pleasing progress. In recent years, the school has focused on enhancing students' self-confidence and mental well-being by, for instance, increasing the time allocated to physical activities to help students relieve stress through exercise, and implementing leadership training programmes to boost students' self-confidence through service learning. The school has established the "Positive Parents Academy" to promote parent education, teaching parents skills for interacting with their children. Students are well-behaved, respectful towards teachers, diligent in their studies, and enthusiastic about participating in various activities.

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

- The school's performance in planning and co-ordinating priority tasks is average. The school management should conduct holistic planning for the major concerns, guiding middle managers to lead teachers to conduct in-depth discussions to ensure a thorough understanding of the rationale behind the major concerns. Specific targets and focused implementation strategies should be formulated to facilitate consensus building among teachers and collaborative effort in the implementation of priority tasks. The school management should also promptly review the manpower allocation and make appropriate arrangements for student support-related work to ensure that the committees concerned can effectively implement the work in their respective areas.
- The effectiveness of classroom learning and teaching needs improvement.

Teachers should adjust teaching strategies based on the performance of students with different abilities to better cater for learner diversity. Teachers also need to enhance their questioning and feedback techniques by using probing or multi-level questions to guide students in articulating their ideas and stimulate their thinking, and providing concrete feedback to help them clarify their learning difficulties.