

External School Review Report Concluding Chapter

St. Peter's Catholic Primary School

School Address: Phase 2, Lei Tung Estate, Ap Lei Chau,
Hong Kong

**(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

In line with the school mission and educational trends, the school management leads the teachers to jointly plan the school's development directions and drive the school forward. The school is committed to providing students with diversified learning experiences, fostering a positive school atmosphere and actively addressing students' learning and development needs. The school effectively utilises both internal and external resources. For example, alumni are invited to share their further education experience with students; support from the Education Bureau and external organisations is elicited to strategically co-ordinate cross-disciplinary collaboration, enabling students to integrate and apply knowledge and skills from different subjects through STEAM education project learning. The school appropriately arranges various exchange activities outside Hong Kong to broaden students' horizons. It also creates real-life contexts for language learning, providing more opportunities for students to communicate in English and Putonghua nurturing their biliteracy and trilingualism. In recent years, the school has actively promoted the "Bring Your Own Device" initiative. Teachers use e-learning to help students understand the learning content and enhance their learning interest, with some positive results. The school effectively fosters a reading culture through different strategies, such as organising the "Book Character Fashion Show" activity. The school has established a caring, harmonious and mutually appreciative culture on campus. In this school development cycle, it cultivates students' good character through the integration of Catholic core values with the priority values and attitudes. The school is dedicated to promoting a healthy lifestyle among students, offering various interesting games and physical activities to cultivate their interest in and habit of doing exercise. It supports students' spiritual development and enhances their resilience through different religious activities. Students are courteous and energetic. They enjoy their school life and actively participate in various school activities. Prefects and student ambassadors demonstrate a strong spirit to serve and a sense of commitment.

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

- The effectiveness of the school's self-evaluation can be further enhanced. The school should formulate concrete expected learning outcomes for its development focuses, such as strengthening values education and improving students' self-learning capabilities, in order to develop more specific strategies and conduct evaluation with a focus on student performance. This will enable a more effective review of the impact of the school work and further inform planning.
- The strategies for catering for learner diversity in the classroom are inadequate.

The school management should strengthen support for teachers by planning professional development activities to enhance their related awareness and professional capacity. Furthermore, it should encourage teachers to make good use of existing platforms such as lesson observation and collaborative lesson planning for professional exchange and sharing, focusing on how to address the learning needs of different students.