

External School Review Report Concluding Chapter

Taikoo Primary School

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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.

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The school sets appropriate development directions in response to students' needs, its development pace and educational trends, and draws on past experience and reflection in formulation of its policies. In recent years, the school has restructured its administrative framework to strengthen the leadership, monitoring and supporting role of both the school management and heads of subject panels and committees. It has also promoted communication and collaboration among subject panels and committees. It makes good use of the resources from its sponsoring body and the community to, for example, set up a simulated aircraft cabin on campus to provide students with diverse and real-life learning experiences. The school continues to provide targeted professional development activities to enhance teachers' professional capacity and a culture of professional exchange within the school has been established. The school is committed to designing a curriculum that connects with students' real-life experiences. It fosters students' critical thinking, communication and collaboration skills, and enables them to apply what they have learned in real-life contexts through language and STEAM education activities in and outside the classroom. The school caters for students' physical and mental well-being by increasing their opportunities for sport, and creating a positive and caring campus atmosphere. It also strives to develop students' individual potential through the student election "Swire Star", conveying the message that "everyone has strengths; staying positive and persevering leads to success". Through diverse learning experiences, the school cultivates students' proper values and attitudes at the cognition, affection and action levels. For instance, students are tasked with making sharing cards using eco-friendly materials to express gratitude for a happy life. The school also places good emphasis on promoting national education. Students demonstrate good language abilities, self-discipline, politeness, seriousness in learning, positivity, respect for teachers and others, and a strong sense of belonging to the school.

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

- The numerous major concerns with unclear targets affect the effectiveness of self-evaluation. The school management needs to prioritise the development focuses, enhance the understanding of the subject panels, committees and teachers regarding the goals in different phases, and conduct evaluation against student performance to further improve the school's self-evaluation work.
- The school aims to enhance classroom learning and teaching through pre-lesson tasks, but the effectiveness needs to be enhanced. Teachers need to make better use of students' pre-lesson work to deepen classroom learning. The school also

needs to support curriculum leaders in consolidating and promoting relevant good practices to foster the development of students' self-directed learning capabilities.