

External School Review Report Concluding Chapter

Taoist Ching Chung Primary School

**School Address: Shan King Estate Area 7 & 8, Tuen Mun,
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.

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The school's major concerns are aligned with students' needs, and the development strategies are generally appropriate. The targets are clear, specific and closely linked to student performance. The school places a strong emphasis on teachers' professional growth, and the culture of professional exchange within the school is commendable. The school management effectively utilises both internal and external resources to drive the school's continuous development. The school provides students with rich learning experiences, offering them ample opportunities to realise their potential. It also promotes reading through diversified strategies, creating a favourable reading atmosphere. Attentive to the needs and backgrounds of students, the school has implemented positive education both in and outside the classroom, fostering a caring and harmonious school culture. It also strives to help students develop a healthy lifestyle by, for example, setting up the "Ching Chung Physical Exercise Calendar" to encourage regular exercise; developing a school-based social-emotional education curriculum to enhance students' emotional management and social skills; and strengthening relationships among teachers, students, and peers through classroom management. The school is open to stakeholders' views, collecting their feedback through various channels and responding proactively. Parents trust the school, and parent volunteers enthusiastically support the school's daily operations and activities. Students are well-behaved, disciplined, courteous, and enjoy school life. They are motivated to learn, perform well academically, and actively participate in activities in and outside the school.

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

- There is room for improvement in curriculum planning. The school management should lead subject panels and committees to refine the overall curriculum planning, including planning national education-related work in a more systematic manner, promoting collaboration among subject panels and committees in organising learning activities, and further strengthening students' sense of national identity. The school should also optimise the design of STEAM education activities to cultivate students' ability to integrate and apply interdisciplinary knowledge and skills in solving real-life problems.
- The effectiveness of classroom learning and teaching needs to be enhanced. Subject panels should support teachers in improving the design of group activities, such as arranging group work that encourages collaboration and discussion, enabling students to actively engage in collaborative learning. Teachers should also clearly assign roles to students in group activities to enhance their engagement

and learning effectiveness.