

External School Review Report Concluding Chapter

**The Church of Christ in China
Hoh Fuk Tong 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 masters the concept of self-evaluation and appropriately utilises self-evaluation tools to review its work effectiveness. Development directions are formulated based on self-evaluation results, fostering school's continuous development. The decision-making process is transparent, with the school management thoroughly considering stakeholders' views and aligning with educational development trends and students' needs to set clear, student-centred development goals and appropriate strategies. The school management fulfils its monitoring and supporting role, leading the teaching team to implement various tasks and establish a collaborative culture. The school provides students with diversified learning experiences, including STEAM project learning, reading and self-learning tasks, to enhance their self-learning and problem solving abilities. Learning objectives in lessons are clear. Teachers aptly use various teaching resources to facilitate students' understanding of learning content, and leverage students' pre-lesson preparation outcomes to advance the lesson. The school carefully plans student support initiatives, strengthens classroom management and caters for students' development needs. It also cares for students' physical and mental well-being by organising a series of thoughtful activities to help them master emotion management skills and ways to cope with stress and relax. The school also provides ample opportunities for students to improve physical fitness and cultivate regular exercise habits, which are beneficial for their balanced physical and mental development. The school appropriately plans values education. Through close collaboration among subject panels and functional committees, the school arranges various learning activities, such as mainland exchange programmes and cultural experience days, along with whole-school reward schemes, to nurture students' proper values and attitudes. Students are polite and courteous. They actively participate in physical, aesthetic and STEAM activities, get along well with their peers, and are eager to serve others, demonstrating a sense of responsibility and commitment.

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 the design of group activities in lessons. The school management should leverage professional exchange activities to lead teachers in refining these designs, strengthening collaborative elements to promote in-depth communication and collaborative learning among students, maximising the efficacy of co-operative learning. In response to the need to enhance the overall effectiveness of learning and teaching in a small number of lessons, the school management should strengthen support for teachers through professional

development and training activities. Teachers should be equipped with effective classroom management strategies to create a more positive and interactive classroom atmosphere. Teachers should also flexibly adjust the teaching pace and strategies based on students' performance to better cater for their diverse learning needs.