

External School Review Report Concluding Chapter

**The Church of Christ in China
Kei Chun 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 has a clear development direction. The school management actively drives school development and effectively leads subject panels and functional committees to formulate appropriate work plans, ensuring the implementation of priority tasks. The school values teachers' professional growth by providing diverse professional development activities to enhance their capacity. In response to educational development trends and students' needs, the school continuously refines its school-based curriculum. Subject panels collaborate to plan the "Joyful Learning Across 18 Districts" learning activities, providing students with rich and engaging learning experiences. At the same time, the school systematically promotes STEAM education by connecting learning content with students' daily lives to develop their collaboration, communication and problem solving skills. The school actively promotes self-directed learning. Through diversified reading activities and award schemes, a positive reading atmosphere is fostered. Teachers also make good use of e-learning platforms to assign pre-lesson tasks and extended reading materials, enabling students to consolidate and extend their learning. The school emphasises nurturing students' proper values and attitudes. By arranging various activities, relevant learning elements are integrated into students' learning experiences in and outside the classroom, focusing on cultivating priority values and attitudes such as filial piety, unity and benevolence. In recent years, the school has made considerable efforts to organise various national education learning activities to deepen students' understanding of Chinese culture and national security, strengthening their sense of national identity. The school shows concerns for students' physical and mental well-being, appropriately arranging various physical activities to help them stay active. Through different programmes, students' positive thinking is nurtured, and efforts are made to create a positive school culture. In class, teachers encourage and praise students, and peer motivation is also evident. Students are polite, self-disciplined, and enjoy school life. They actively participate in activities and competitions both 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.

- Some targets of the school major concerns remain unclear. The effectiveness of subject panels' self-evaluation has to be enhanced. The school should set specific targets based on students' learning expectations to facilitate improvements in their performance through assessment. When evaluating the work effectiveness, subject panels should focus on student performance to gain an in-depth understanding of the actual impact of the implementation strategies on fostering

their learning and growth. This understanding will more effectively inform planning.

- There is room for improvement in the effectiveness of classroom learning and teaching. Teachers should strengthen their questioning techniques by using questions of varying levels to guide students to deepen their thinking, and provide specific feedback based on student performance to help them improve. Teachers should also refine the design of group activities by incorporating more collaborative elements to increase opportunities for peer learning.