

External School Review Report Concluding Chapter

The Church of Christ in China Wanchai Church Kei To Primary School (Kowloon City)

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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's decision-making process is transparent, with teachers at all ranks participating in discussions about the school's development direction. The school management diligently co-ordinates and promotes collaboration among subject panels and committees, and effectively utilises both internal and external resources for teachers' professional development, fostering a culture of professional exchange. The school formulates its priority tasks based on students' needs, planning a curriculum that balances the six aspects of development to promote their whole-person development. It actively provides rich and engaging learning experiences in and outside the classroom, and promotes inquiry-based and experiential learning to stimulate students' spirit of inquiry and make learning enjoyable. Through cross-curricular learning, the school connects students' lives with knowledge from different subjects, and develops their generic skills. The school creates diverse platforms to enhance students' sense of achievement, and makes good use of the talent pool by arranging training and competitions for students with potential to showcase their strengths. The school places great emphasis on cultivating students' interest in reading, and a reading culture has been gradually developed on campus. At the same time, it steadily develops STEAM education, nurturing students' innovation. The school appropriately plans values education, integrating religious education with the theme of "gratitude" to cultivate students' proper values through classroom learning and the school atmosphere. The school is dedicated to promoting students' physical and mental well-being, using diverse strategies to help them develop a habit of healthy living. Students are polite and confident. They actively share their school life with others, and care for their peers. They are well engaged in classroom learning, and enthusiastically participate in sports and various internal and external activities.

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

- In terms of self-evaluation, some subject panels address the school's major concerns through routine work, and the school's evaluation primarily focuses on reviewing stakeholders' perceptions. The school still needs to strengthen support and monitoring for subject panels, guiding them to formulate strategies in response to the major concerns and targets. In conducting evaluation, the school should make better use of different self-evaluation data to understand students' performance in learning and growth, and holistically review its work effectiveness.
- Regarding classroom learning and teaching, some teachers focus on covering the teaching content as planned without understanding students' learning progress and

outcomes in a timely manner. Building on the existing diverse classroom activities, teachers can provide more challenging learning tasks to extend students' abilities, and appropriately adjust the teaching pace based on students' performance to better cater for learner diversity.