

External School Review Report Concluding Chapter

The Endeavourers

Leung Lee Sau Yu Memorial Primary School

School Address: 25 Yiu Hing Road, Shaukeiwan, Hong Kong

**(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.

Concluding Chapter

The school has actively responded to the challenges brought about by the epidemic and significant personnel changes over the past few years. The principal and vice-principals re-established the school self-evaluation (SSE) mechanism upon taking over the principalship, effectively facilitating teachers to reach consensus on the school's development direction and implement their work. In recent years, the school has been committed to enhancing teachers' professional capacity through a variety of focused professional development activities, promoting teachers' understanding of SSE, collaborative learning and e-learning strategies, laying a solid foundation for school-based curriculum reform. Currently, the school's cross-disciplinary and STEAM curricula effectively leverage external support and the unique features of the campus, enabling students to integrate and apply knowledge and skills from different subjects to explore topics related to Chinese culture, environmental protection, and innovative technology. This helps enhance students' national identity and increase their awareness of global issues. To cultivate students' generic skills such as communication and collaboration, the school promotes co-operative learning in the classroom through group discussions or pair work, fostering student interaction. These efforts are gradually yielding results, as students take the initiative to communicate with others and are able to express their opinions fluently in Cantonese and Putonghua. In response to the latest trends in educational development and the social climate, the school places great importance on fostering students' physical and mental well-being. By engaging in classroom and service learning activities, the school cultivates students' proper values and attitudes at the levels of cognition, affection and action. Through classroom management activities, multiple intelligence lessons, and morning exercise sessions, the school strengthens class cohesion, develops students' potential, and builds exercise habits. Students enjoy school life and have a sense of belonging to the school. Students at the upper primary level are eager to support the lower primary students, while prefects and service team members are enthusiastic in helping others and demonstrate a strong sense of responsibility.

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 school-based sustainable development curriculum, STEAM and information literacy education. The school should enhance middle managers' co-ordination and monitoring abilities to promote communication and collaboration across subject panels and functional committees, and facilitate them to strengthen their review of the work implemented and provide

appropriate support for teachers.