

# **External School Review Report Concluding Chapter**

## **Xianggang Putonghua Yanxishe Primary School of Science and Creativity**

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School 1), Yuen Long, 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.

# Concluding Chapter

The school aligns its development focuses with educational development trends, striving to cater for learner diversity and nurture students' positive values. The school's decision-making process is transparent, giving due consideration to the views of various stakeholders. The team fosters a co-operative spirit and maintains harmonious relationships, facilitating communication and collaboration among subject panels and functional committees. The school is committed to developing second-tier leadership, and placing emphasis on teachers' professional growth. It also effectively leverages various resources and mobilises parent volunteers to support its development focuses. The school curriculum attaches importance to aesthetic development, experiential learning and STEAM education, enriching students' learning experiences in and outside the classroom while fostering their generic skills. The school also promotes e-learning, teaches learning strategies and strengthens cross-curricular reading activities to enhance students' learning effectiveness and cultivate their self-directed learning habits. The school has a robust support plan for student development, striving to nurture students' proper values and attitudes through subject learning, a school-based curriculum, and service learning. It also employs diverse strategies to promote students' physical and mental well-being, appropriately addressing their varied learning needs and fostering a caring and inclusive school atmosphere. The school attaches importance to national education, with learning activities designed to enhance students' understanding of our country and instill a sense of national pride. With the school's dedicated support, students enjoy school life and get along well with their peers. They are skilful in using e-learning tools for classroom learning and are enthusiastic about participating 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.

- The school's target on positive education is too broad, affecting collaborative implementation among subject panels and committees and achievement of synergy. The school-level review mainly focuses on the effectiveness of individual subject panels and functional committees, with insufficient emphasis on a holistic review of student performance, which affects the effectiveness of evaluation. The school has to set a more focused target for positive education based on students' needs. This will enable subject panels and functional committees to devise clear strategies for effective implementation. In addition, the school has to strengthen the integrative use of qualitative and quantitative self-evaluation data to review the overall progress of the major concerns, enabling evaluation to inform planning more

effectively.

- The effectiveness of learning and teaching in the classroom needs to be enhanced. The design of group activities and students' proactiveness in taking notes remain areas for development. Besides, teachers' questioning and feedback provide limited guidance for deepening students' thinking or addressing their learning difficulties. Subject panels have to lead teachers to continuously refine the design of group activities to promote student interaction and harness the effectiveness of peer learning. Teachers should also encourage students to be more proactive in note-taking. In addition, the effectiveness of teachers' questioning and feedback needs to be strengthened to help students deepen their thinking and address learning difficulties.