

External School Review Report Concluding Chapter

**Christian & Missionary Alliance
Sun Kei Primary School**

**School Address: Sheung Tak Estate, Tseung Kwan O,
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.

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The school makes use of self-evaluation data and information to get a grasp of students' learning and development needs, and leverages the collective efforts of different stakeholders to promote students' whole-person development. The school places great emphasis on teachers' professional growth, providing appropriate training and support for new teachers in the areas of learning and teaching, and classroom management. Subject panels and committees collaborate to organise a variety of learning activities, offering students rich learning experiences that help them develop personal interests and potential. The school is also committed to enriching the language environment, increasing opportunities for students to practise biliteracy and trilingualism in authentic contexts, and enhancing their language proficiency. In terms of values education, the school nurtures students' proper values and attitudes, such as empathy, responsibility and benevolence, through a range of service learning activities. The school also adopts diversified strategies to promote social and emotional learning, supporting students' physical and mental well-being. Parents show strong support for the school's development and assist in the implementation of various activities, working collaboratively with the school to support students' growth. Students are kind, polite and self-disciplined. They demonstrate care for others and a strong sense of belonging to the school. They are engaged in classroom learning, show satisfactory oral communication skills, and participate actively in both internal and external activities.

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

- The school has yet to formulate specific expected learning outcomes for its development targets, and the evaluation primarily focuses on reviewing stakeholders' perceptions. The school should lead teachers in discussing and clarifying expectations of students' performance, and use these expectations as clear criteria to review the impact of its work on students' learning and growth based on their actual performance, so as to better evaluate the effectiveness of its initiatives.
- There is room for improvement in the quality of classroom feedback. Building on the existing positive and supportive classroom learning atmosphere, teachers should provide timely and specific feedback in response to students' performance, so as to promote reflection and improvement in learning.