

External School Review Report Concluding Chapter

General Chamber of Commerce & Industry of the Tung Kun District Cheong Wong Wai Primary School

School Address: Estate Primary School,
Sun Chui Estate Phase III,
Shatin, 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's development direction aligns with students' learning and development needs, and educational trends. The school management leads teachers to analyse various self-evaluation data and information, and formulate major concerns and implementation strategies for the current school development cycle. For example, through cross-curricular thematic reading, Chinese culture activities, and parent-child study tours to the Mainland, the school cultivates proper values such as integrity and perseverance, while also deepening students' understanding of national affairs. The school has successfully fostered a caring and inclusive campus culture. Through initiatives including "One Student, One Duty" and the volunteer team, students are encouraged to demonstrate mutual support and compassion. The school also actively promotes healthy lifestyles among students by setting up exercise stations, introducing various sports activities, and implementing measures to promote mental health, effectively supporting students' balanced physical and mental development. Support measures for students' learning and development are varied, and modes of assessment are becoming increasingly diversified. In addition, the school actively creates platforms and offers a variety of school team activities, allowing students to demonstrate their potential in areas such as sports, arts, and STEAM education, thereby building their confidence. Students enjoy school life, and are willing to participate in learning activities in and outside the classroom. They are well-disciplined and courteous, and maintain harmonious peer relationships. There is a caring and supportive atmosphere across the campus.

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

- The school's self-evaluation effectiveness and professional leadership need to be strengthened. The school should set clear development targets and expected student learning outcomes to enhance the overall effectiveness of evaluation work, thereby promoting continuous school improvement through the self-evaluation cycle. The school management should provide appropriate monitoring and support to strengthen the leadership capacity of middle managers, fostering collaboration among subject panels and committees to jointly advance students' learning and development.
- There is still room for improvement in the effectiveness of catering for learner diversity in the classroom. Teachers should set appropriate learning expectations based on students' varying abilities and characteristics, refine the design of differentiated instruction, and incorporate progressively more challenging questions and corresponding learning activities so that students can fully demonstrate their abilities in lessons. Meanwhile, the school should make good use of the existing internal professional exchange platforms to encourage teachers to share experiences from external professional development programmes, and collaboratively explore ways to improve the design of differentiated learning activities and questioning techniques, thereby better addressing students' diverse learning needs.