

External School Review Report Concluding Chapter

Hennessy Road Government Primary School

School Address: 169 Thomson Road, Wanchai, 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.

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The school sets its development directions according to students' needs, with a view to facilitating their whole-person development, and equipping them with the abilities and qualities for lifelong learning. The school promotes theme-based learning to help students gradually acquire interdisciplinary knowledge and skills. It is committed to promoting reading, connecting students' prior knowledge with reading, and developing their ability to learn through reading. In line with the major concerns, values education is also fostered through reading. The school actively promotes STEAM education "for all", "for fun" and "for diversity". It plans the related curriculum meticulously, and provides cross-curricular project learning activities at each year level, covering elements of scientific exploration and engineering design to nurture students' exploration and problem solving skills, and creativity. The school appropriately plans its values education, covering all the priority values and attitudes. It develops students' proper values through subject learning, experiential activities and a favourable campus atmosphere. The effectiveness is enhanced through students' reflection and practice. Adopting a whole-school approach, the school promotes patriotic education by enriching students' learning experiences. All subjects appropriately connect national education and national security education learning elements with relevant topics. The school aptly addresses the different development needs of students and plans related work properly. Diversified strategies are adopted to help students develop a healthy lifestyle.

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

- The effectiveness of the school self-evaluation still has room for improvement. At present, some targets are not specific enough, and the implementation strategies are routine tasks. The targets for broadening students' learning experiences, the relevant strategies and the evaluation of work effectiveness are not closely linked. The school needs to establish clear targets with specific expected student learning outcomes and success criteria that focus on students' performance in theme-based learning, values education and healthy lifestyles, thereby helping all subject panels and committees formulate implementation strategies that are aligned with the major concerns.
- Teachers can strengthen their support in catering for learner diversity. Given that students generally demonstrate strong learning abilities, some students do not receive sufficient extended learning opportunities after completing the tasks assigned by teachers. Teachers need to provide more enrichment activities or challenging learning tasks in lessons, such as encouraging students to deepen their learning according to their abilities and pace through e-learning platforms, so that their potential can be stretched.