

External School Review Report Concluding Chapter

**Hong Kong Southern District
Government Primary School**

**School Address: 325 Apleichau Bridge Road,
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**(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

In line with educational trends, the school has formulated development directions that aptly address students' needs. It also makes good use of external resources to provide teachers with a broad range of professional development activities, continuously optimising various aspects in learning and teaching and student support. Students are provided with rich learning experiences. During the current development cycle, the school has introduced a Multiple Intelligences Programme, encompassing areas such as physical and aesthetic development and STEAM education. It also provides a wide variety of life-wide learning activities that are connected with subject learning, thereby broadening students' horizons. The school actively creates platforms, both in and outside the classroom, for students to showcase their learning outcomes, gradually strengthening their sense of achievement and self-confidence. Students' character development is given exceptional emphasis. Through the integration of service learning and a school-based award scheme, students are encouraged to put proper values and attitudes into practice in their daily lives. In addition, diversified national education activities are organised to deepen students' understanding of the development of our country and traditional Chinese culture. The school places importance on the promotion of reading, aiming to nurture students' interest in reading and cultivate their reading habits. It also pays due attention to students' physical and mental development, offering various physical activities to help them develop a healthy lifestyle. Students are polite and receptive to learning. They maintain harmonious relationships with teachers and peers, actively participate in different activities within and beyond the school, and demonstrate a strong sense of belonging to the school.

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

- The effectiveness of school self-evaluation needs to be enhanced. The school should make integrative use of qualitative and quantitative information and data for cross-referencing to analyse student performance. It should evaluate the overall impact of its work on students' learning and development to inform future planning.
- There is room for improvement in the effectiveness of learning and teaching. Teachers should refine the design of group activities by strengthening collaborative elements so as to maximise the benefits of peer learning. Teachers should also enhance the level of questioning to stimulate students to think more deeply.