

External School Review Report Concluding Chapter

**Hong Kong Taoist Association
Wun Tsuen School**

School Address: 2 On Yan Street, Kwun Tung, Kowloon

**(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's decision-making process is transparent. The school management fully considers teachers' views and aligns with curriculum development trends and students' needs to set student-centered development targets. The school effectively utilises internal and external resources to promote the priority tasks and enhance teachers' professional capacity. The teaching team maintains close communication, and the school places strong emphasis on teachers' professional development. The school provides students with diversified learning experiences, including STEAM project learning activities, to cultivate their problem-solving skills. Teachers generally use e-learning platforms to assign various forms of pre-lesson tasks, which most students complete before class. Lesson objectives are clear and students are engaged in their studies, humble and receptive to learning. The school attaches great importance to students' physical and mental well-being, vigorously promoting physical activities and helping students master ways to cope with stress and to relax in order to establish a healthy lifestyle. The school actively creates a caring atmosphere on campus by assigning dual or triple class teachers to address students' diverse cultural backgrounds and development needs. It arranges for class teachers to conduct home visits and parent lesson observation to build close home-school collaboration. Students are lively, disciplined and confident. They eagerly participate in a variety of activities and competitions, and enjoy campus life.

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

- There is room for improvement in the effectiveness of school evaluation. The school should make an integrative use of qualitative and quantitative data and information to understand students' performance in learning and development against the targets, and holistically review its work effectiveness, thereby enhancing the overall effectiveness of evaluation.
- The effectiveness of catering for learner diversity within the classroom needs to be enhanced. The school management should lead teachers in improving the design of group activities by incorporating more collaboration and discussion elements to facilitate peer learning. In addition, teachers need to employ questions of different levels to provoke students' thinking and provide specific feedback based on students' responses to facilitate their learning.