

External School Review Report

Concluding Chapter

Kwong Ming School

School Address: Estate Primary School and Covered Playground
Shui Pin Wai Estate, Yuen Kong, 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 major concerns are formulated in response to students' needs. The development direction is clear and the decision-making process is transparent, which helps build teachers' consensus on the school's development direction. The school effectively leverages both internal and external resources to enrich students' learning experiences. It also actively fosters a culture of professional exchange among teachers to promote their professional growth and subject development. In line with the latest trends in educational development, the school continuously refines its curriculum design. Through various experiential learning activities, the school places emphasis on developing students' generic skills as well as nurturing their proper values and attitudes, including environmental stewardship and appreciation of traditional Chinese culture. In response to the major concerns of the current development cycle, the school has purposefully adopted a range of strategies to promote reading and has successfully cultivated a strong reading culture. It also actively fosters a culture of resilience, mutual appreciation, and encouragement, and organises a variety of activities and platforms for students to showcase their strengths, thereby boosting their confidence and sense of achievement. In addition, a wide range of sports experiences is offered to increase students' opportunities for exercise and promote their physical and mental development. Teachers design diversified learning activities to enhance students' motivation and classroom participation. Most students are actively engaged in lessons and keen on participating in discussions and sharing. Students are enthusiastic about taking part in both internal and external activities and competitions. They are well-disciplined and responsive to guidance, maintain harmonious relationships with their peers, 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.

- There is room for improvement in the effectiveness of the school's evaluation. The school management should lead subject panels and committees to conduct reviews focusing on students' expected learning outcomes, such as the effectiveness of strategies in enhancing students' reading interest and habits. The findings of these reviews should be triangulated with school-level data for cross-validation. Based on such an analysis, the school should examine the changes and impacts of priority tasks on students' learning and development, so as to further enhance the effectiveness of its self-evaluation.