

# External School Review Report Concluding Chapter

**Man Kiu Association Primary School**

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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

The school is able to identify students' needs using an evidence-based approach. In the current school development cycle, it focuses on promoting national education and assisting students in establishing a healthy lifestyle, demonstrating a clear direction for development. During the planning stage, the school leads all teachers to provide their views on the major concerns, building a consensus to collaboratively implement the school's priority tasks. The school actively explores external resources, such as participating in joint-school training sessions and partnering with enterprises to improve campus facilities, which are conducive to strengthening teachers' professional capacity, and enhancing the learning and teaching environment. The school provides students with diversified learning experiences, including cross-curricular learning tasks, project learning, and life-wide learning activities closely linked to the curriculum, effectively enhancing their learning motivation and broadening their horizons. Catering to the diverse backgrounds of non-Chinese speaking students, the school strengthens their understanding and appreciation of Chinese culture through various experiential activities within and beyond the classroom, promoting cultural integration. The school also places due emphasis on promoting values education, actively cultivating a positive school atmosphere and a joyful learning environment. Coupled with mindfulness practices, physical activities, and thematic learning days, the school is committed to enhancing students' physical and mental well-being. In addition to online and offline platforms, a talent pool is set up to provide opportunities for students to showcase their talents and learning outcomes, thereby enhancing their confidence. The school also systematically implements life planning education through in-school internship experiences and talks. Students are actively engaged in school activities, polite, and well-behaved. Peers from different cultural backgrounds get along harmoniously, and student leaders are eager to serve others.

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 school's self-evaluation. The school should set clearer and more focused work targets, and lead teachers in formulating more specific strategies that align with these targets. During evaluation, the school should make an integrative use of qualitative and quantitative self-evaluation data and information, and synthesise the evaluation results of various subject panels and committees to review student performance more comprehensively, thereby enhancing the effectiveness of using evaluation to inform planning.
- The effectiveness of classroom learning and teaching could be further enhanced. Building on the current professional development platforms, such as collaborative lesson preparation and peer lesson observation, the school could further facilitate teachers' professional exchange on learning and teaching strategies. These include devising questions of different levels and providing specific feedback, aiming to foster students' thinking and self-improvement skills, as well as enhance

the effectiveness of learning and teaching. In addition, the school needs to accelerate the promotion of diversified modes of assessment to create more room for students' whole-person development.