

External School Review Report Concluding Chapter

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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.

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The school adopts a student-centred approach to forge a clear direction for its development. The decision-making process is transparent as the school management extensively solicits teachers' views and provides ample opportunities for discussion, thereby building consensus. The school values professional development and strives to promote collaboration among subject panels and committees as well as pedagogical research to enhance teachers' professional capacity. Teachers are dedicated and responsible; different stakeholders, such as the school sponsoring body, parents, and alumni, provide concerted support to foster a solid foundation for the school. Shifting from its previous focus on students' self-learning abilities and sense of achievement, the school has extended its efforts in the current development cycle to nurture positive interpersonal relationships, and moral and affective development. By creating a harmonious and caring atmosphere and establishing the "Joyful, Benevolent, and Courageous" student attributes, the school deepens students' proper values and attitudes, thereby enhancing their sense of well-being. The school plans its curriculum according to student needs, providing rich learning experiences in and outside the classroom for whole-person development, while steadily promoting reading and STEAM education to boost students' generic skills and curiosity for learning. Furthermore, a whole-school approach is adopted for values education and national education through, for example, utilising service learning to cultivate students' sense of responsibility and commitment. The school-based moral education curriculum encourages students to practise good behavior in daily life by means of real contexts and home-school cooperation. National education is promoted through classroom learning, experiential learning and campus displays to foster students' sense of belonging to our country, while parents are well engaged in jointly nurturing their children's national identity. The school understands students' physical and psychological development needs, effectively creating a positive campus atmosphere and fostering a healthy lifestyle. Students are polite, well-behaved, supportive and caring toward one another, and willing to serve. They are eager to learn and actively engaged in school activities.

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 self-evaluation. Currently, evaluations are largely focused on implementation progress or stakeholders' perceptions. The school management should conduct a more in-depth analysis of the effectiveness of development plans by examining students' specific learning outcomes so as to leverage evaluation findings to better inform future planning.