

External School Review Report Concluding Chapter

**Pun U Association
Wah Yan 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.

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The school has relocated its campus and successfully converted from half-day to full-day schooling in recent years. This has not only expanded campus space and instructional time but also helped drive its overall development. The school management keeps abreast of educational trends and has promoted various reform initiatives, for example, encouraging subject-level applications of artificial intelligence in learning and teaching through the school's major concern, and increasing teachers' participation in discussions about the school's development, thereby supporting its continuous improvement. The school has strengthened its use of self-evaluation information and data, such as those collected from the Assessment Program for Affective and Social Outcomes, Stakeholder Surveys, and teachers' observations, and can identify students' learning and development needs in areas of generic skills and responsibility. Aligned with curriculum development initiatives, these analyses have informed the formulation of the current cycle's development focuses, and the effectiveness of self-evaluation is gradually improving. The school actively draws on resources from the Education Bureau and other external organisations to provide students with varied learning experiences. This school year, the school timetable was revised to allow flexible scheduling of learning activities related to student learning and development within and beyond the classroom. Service learning has been systematically promoted, and a variety of physical and aesthetic development opportunities are offered so that students can gain the five essential learning experiences, promoting whole-person development. The school appropriately promotes cross-curricular integration and is working to optimise the differentiated summative assessments at the lower primary level. It also creates rich English and Putonghua language environments and, through measures such as "International Language Day", increases students' exposure to foreign languages. Diversified reading activities have produced clear results, and the school's reading atmosphere is strong. Through initiatives such as the establishment of the Student Union and the Student Council, the school thoughtfully cultivates students' leadership qualities, and effectively mobilises parents and alumni to jointly support students' growth. Overall, students show a positive learning attitude and generally participate actively in classroom activities. They are willing to serve the community, and their performance in physical education and music is particularly notable. Individual students have even won awards at international invention exhibitions.

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

- The school still has room for improvement in the effectiveness of its self-evaluation. The school needs to set specific expected learning outcomes and promote priority tasks more strategically. During implementation, the school management should provide timely support to teachers to fully achieve the effectiveness of the relevant work. Evaluation should be conducted against the targets so as to promote the school's continuous development through the self-evaluation cycle.

- The effectiveness of classroom learning and teaching needs to be strengthened. Teachers infrequently provide appropriate feedback based on students' responses in class. They should use probing questions to guide students or explicitly point out the strengths and weaknesses of their answers, providing effective feedback to improve their learning. The design of some group activities also needs refinement to enhance the effectiveness of collaborative learning and to promote interaction and co-construction of knowledge among students.