

External School Review Report Concluding Chapter

S.K.H. Holy Spirit Primary School

School Address: Lek Yuen Estate, Shatin, 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 has established a clear development direction, adopting a student-centred approach in formulating its major concerns and staying closely aligned with the latest educational development trends. It attaches great importance to teachers' professional growth by actively leveraging external resources to support their development and fostering a culture for professional exchange. The teaching staff demonstrate a strong sense of team spirit and a deeply-rooted collaborative culture. In the areas of national education, information literacy education and life planning education, teachers work collectively to provide students with rich and diversified learning experiences. They design engaging and authentic learning contexts, enabling students to apply knowledge and skills across subjects while developing their generic skills, including collaboration, communication and problem solving skills. The school makes appropriate plans for student support. Through subject learning, school-based curricula and experiential learning, it continuously fosters students' proper values and attitudes, and their sense of national identity both in and outside the classroom. With a strong emphasis on students' physical and mental well-being, the school addresses their learning and development needs with care, and builds a positive school culture. Students are well-behaved, courteous and enthusiastic about learning. They are willing to share their school experiences and demonstrate a strong spirit of service. They actively participate in a wide range of internal and external school activities.

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

- The effectiveness of the school self-evaluation could be further enhanced. The school management should lead teachers in formulating concrete work targets and expected learning outcomes, to facilitate focused evaluation and a holistic review of how the school's priority tasks enhance student learning and development.
- Teachers' questioning techniques and the effectiveness of the group activities in class could be strengthened. Teachers should employ questions of different levels to stimulate students' deeper thinking and cultivate their higher-order thinking skills. The design of group activities should also be refined to incorporate more collaborative elements, fostering peer interaction and maximising the benefits of peer learning.