

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 management leads teachers in analysing self-evaluation data and information to collectively explore students' needs. The school maintains good communication with stakeholders, gives due consideration to their views, and effectively builds consensus on the major concerns, thereby formulating the development targets for the current cycle. The school has diligently followed up on the recommendations from the last External School Review. The planning of work targets has become clearer and more focused, with deliberate efforts to bolster the professional guidance role of middle managers. The school has intentionally assigned most teachers to serve as subject panel or committee heads to develop a second-tier management team and has created exchange platforms to foster teachers' professional growth. The teaching team collaborates closely and demonstrates a reflective and progressive spirit, which contributes to the school's continuous development. The school systematically promotes values education, appropriately helping students understand the excellent Chinese culture and strengthening their sense of national identity through classroom learning, life-wide learning, service practice, and the school atmosphere. By enhancing the sports culture on campus, promoting mental well-being, and optimising assessment and homework policies, the school helps students develop a healthy lifestyle, cultivate positive thinking, and enhance their sense of happiness. The school is committed to nurturing students into self-directed learners equipped with self-motivation, self-discipline, self-confidence, and self-awareness (the "Four Selves"), as well as creativity, higher-order thinking skills, and resilience and problem-solving skills (the "Three Skills"). Subject panels and committees work together to enable every student to experience success through cross-curricular learning, catering for learner diversity, and guiding students to make good use of e-learning tools and platforms, thereby further enhancing their initiative and ownership of learning. The school's assessment modes are diversified, with some assignments providing choices for students, appropriately catering to their different learning needs. Students are well-engaged in campus life, courteous to others, and enthusiastic about participating in internal activities and external competitions. Student leaders demonstrate a strong sense of responsibility.

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's evaluation work needs to be strengthened. When the school, subject panels and committees review their work effectiveness, they should focus on student achievement and holistically assess the attainment of the targets set for the major concerns. This includes students' specific performance in the "Four Selves and Three Skills" and in upholding proper values and attitudes, thereby enabling the school to make better use of evaluation findings to inform planning.
- Teachers need to improve in terms of showcasing student learning outcomes and providing feedback, including providing ample opportunities for students to

demonstrate their learning outcomes and giving specific feedback to help them improve their learning, in order to enhance the effectiveness of learning and teaching.