

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.

Concluding Chapter

In response to educational trends, the school adopts a student-centred approach in formulating clear development goals for values education and student learning, and adjusts its strategies appropriately. The school management actively solicits resources to promote teachers' professional development, effectively fostering a culture of professional exchange within the team. Teachers work harmoniously and collaboratively. Subject panels and committees maintain close co-operation, working together to provide students with rich and diversified learning experiences. Parents are important partners in the school's development. They are keen on assisting in organising various activities and collaborate with the school to foster students' growth. The school continuously optimises its curriculum planning, actively promotes Reading across the Curriculum and STEAM education, and thoughtfully provides opportunities for students to apply their learning in authentic contexts. These approaches not only broaden students' horizons and develop their potential, but also enable them to put proper values and attitudes into practice. The school has achieved a considerable degree of success in cultivating students' self-directed learning capabilities. Students are attentive and engaged in lessons with ample opportunities to express their views or share their learning. Teacher-student interaction is good and the learning atmosphere is positive. The planning of values education is holistic and properly addresses students' learning and development needs. Through a variety of strategies, the school encourages students to serve others and recognises their good behaviour, facilitating their physical, mental and spiritual well-being. As a result, students are effectively nurtured to become "Good Students of Kei Yan" who embody the core values of "gratitude," "commitment" and "benevolence." The campus is filled with love and joy. Students are enthusiastic and polite. They enjoy school life, show mutual care to their peers, and actively participate in both internal and external activities and competitions.

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

- The effectiveness of school self-evaluation has yet to be enhanced. The school should make integrative use of qualitative and quantitative self-evaluation information and data to triangulate students' performance and gain a multi-faceted understanding of the effectiveness of its work in nurturing students' proper values and developing their generic skills. Based on this, it could identify the areas for improvement and propose targeted follow-up measures so as to enhance the use of evaluation findings to inform future planning.