

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 has a clear development direction and appropriately uses self-evaluation tools to review its work effectiveness. Based on the self-evaluation results, it has formulated major concerns that meet students' development needs. Since the last External School Review, the school has strengthened teachers' participation in its development planning and established channels to gather their views, fostering a sense of shared vision. Under the effective leadership of the school management, subject panels and committees are able to formulate their work plans in alignment with the school's major concerns and implement them in an orderly manner. The school curriculum emphasises the connection between learning and daily life. Through theme-based learning, students' personal experiences are well linked to the learning content, which fosters knowledge application. By employing learning tasks such as thematic presentations and practical explanations, the school endeavours to nurture students' communication skills. The school provides students with diverse learning experiences through, for example, STEAM projects, video production for book recommendations, and self-directed learning tasks, to strengthen their self-directed learning capabilities. Lesson objectives are clear, and teachers utilise real-life examples for illustration so as to deepen students' understanding of the learning content. The school thoughtfully plans its student support initiatives, strengthens class management, and creates more opportunities for peer interaction in order to enhance students' sense of belonging to their classes. The school also places importance on the balanced development of students' physical and mental well-being by organising a wide range of activities that help students master emotion management and stress coping skills, and provides ample opportunities for them to build physical strength and cultivate exercise habits. The school appropriately plans values education, integrating learning experiences both inside and outside the classroom, such as service learning, Mainland exchange programmes, and cultural experience days, to foster students' proper values and attitudes. Students are kind and well-behaved, and they actively participate in internal and external competitions. They maintain harmonious relationships with peers and demonstrate leadership qualities. They are willing to serve others, demonstrating a sense of responsibility and commitment.

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 teacher questioning and the design of group learning activities in lessons. Teachers should refine their questioning techniques and employ a range of questions to stimulate students' thinking, thereby developing higher-order thinking skills and enhancing learning effectiveness. In addition, teachers should incorporate more collaborative and interactive elements into group activities to facilitate in-depth exchanges among students and realise the benefits of peer learning, thereby better addressing their diverse learning needs.