

External School Review Report Concluding Chapter

**S.K.H. St. John's Tsang Shiu Tim
Primary School**

School Address: 11 On Chui Street, Kwun Tong, Kowloon

**(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 responds to the educational development trends and upholds a student-centred philosophy to steer its development, nurturing students' good character and fostering their self-directed learning and healthy lifestyles. The school management effectively promotes collaboration among subject panels and committees, harnessing synergy among stakeholders to build a caring school culture and supporting the school's steady development. It monitors the implementation of the priority tasks through meetings at different levels. Members of the Incorporated Management Committee provide appropriate support to teachers in school self-evaluation, curriculum planning, and learning and teaching strategies to ensure the school's continuous improvement. In curriculum planning, the school makes flexible use of an optimised timetable to offer students diversified learning experiences, such as STEAM education, physical and aesthetic activities, reading and self-learning tasks, which help foster their whole-person development. Teachers cultivate students' self-learning habits and enhance their engagement in lesson through pre-lesson tasks and group activities. In more effective lessons, learning activities incorporate inquiry-based and collaborative learning elements. Teachers can guide students to apply learning strategies and relevant knowledge, express their views confidently and fluently, and actively engage in peer discussions by asking questions to co-construct knowledge. The overall effectiveness is commendable, and these practices should be widely adopted. Furthermore, the school's values education is comprehensively planned. The school management is committed to promoting a cross-disciplinary, school-based Life Education curriculum. It effectively integrates disciplinary knowledge with values education. The school systemically combines religious education with practical activities to strengthen students' character and moral development in a vertical progression across the six years. National education is integrated into the curriculum. The Constitution and the Basic Law Student Ambassadors actively promotes related activities, thereby enhancing students' understanding of Chinese culture and strengthening their sense of national identity. The school provides various forms of supports to meet students' developmental needs and fosters a caring atmosphere on campus. Parents show steadfast support to the school by serving as volunteers and participating in school activities. Students actively take part in internal and external activities. They are eager to serve their fellow schoolmates and care for the community, 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 still room for improvement in extending students' capabilities. Teachers need to set higher expectations of students' learning and systematically refine the design of learning tasks by incorporating more challenging and open-ended elements to promote deeper thinking, problem solving and innovation. At the same time, the school needs to create more opportunities in and outside the classroom for students to present and share their learning outcomes, thereby motivating them to further stretch their potential.