

External School Review Report Concluding Chapter

S.K.H. St. Thomas' Primary School

School Address: 145 Pratas Street, Sham Shui Po, 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.

Concluding Chapter

The school has set clear major concerns for this development cycle in response to students' needs. Its decision-making process is transparent, helping build a shared understanding among subject panels and committees of the school's development direction. The school also makes good use of a wide range of resources to enrich students' learning experiences. Through professional development activities, it equips teachers with the knowledge and skills needed to work together in advancing the school's initiatives. Parents take an active part in school activities and support students' growth in partnership with the school. The school actively promotes reading, and the reading atmosphere on campus is becoming increasingly strong. It is also committed to values education, continuously refining its school-based framework for values education and providing students with service learning opportunities to cultivate their proper values and attitudes. The school places emphasis on organising a rich variety of national education learning activities to deepen students' understanding of Chinese culture and national security, thereby strengthening their sense of national identity. Through a range of strategies, it also encourages students to practise a healthy lifestyle and promotes their physical and mental well-being. Students are well-behaved and polite. They enjoy school life, and have a strong sense of belonging to the school.

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

- The school's self-evaluation effectiveness still needs to be enhanced. In evaluation, the school has not yet been able to conduct in-depth analysis on students' learning performance against the targets, nor to comprehensively review the impact of related work on students' learning and development by, for example, examining the changes brought about by priority tasks such as the school-based STEAM curriculum. The school should evaluate work effectiveness with a focus on students' performance, so as to improve the effectiveness of using evaluation findings to inform planning.
- There is room for improvement in the effectiveness of classroom learning and teaching. Although teachers adopt a range of teaching strategies, there is still room for improvement in questioning techniques, the design of learning activities and catering for learner diversity. The school needs to make good use of the teachers' professional exchange platform to discuss, in a timely manner and in light of students' performance, how learning activities can be better designed, and to strengthen sharing of teaching experience with focuses, such as questioning techniques, so that teachers can internalise the knowledge gained from professional development activities and enhance the effectiveness of classroom practice.