

External School Review Report Concluding Chapter

SAHK Jockey Club Elaine Field School

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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 is generally able to formulate appropriate development directions by reviewing self-evaluation data, taking into account educational trends and student needs. The school enhances the professional capacity of teaching staff through various professional development programmes and continuously refines the school-based sharing platform to strengthen cross-professional exchange. The school offers both standard and adapted curricula, adopting the principle of “conductive education”, to provide students with suitable learning opportunities. Subject panels commonly employ multi-sensory learning and classroom layout to help students overcome physical barriers and enhance learning effectiveness. Additionally, the school has established various service positions for students to practise responsibility and diligence. The school makes use of diverse strategies to help students develop a healthy lifestyle and maintain good physical health. Students are neat in appearance, emotionally stable, and they demonstrate good self-management skills. They are well-behaved, polite, willing to interact with others, and they maintain harmonious relationships with peers and teaching staff.

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

- The effectiveness of professional leadership needs to be further enhanced. The school management has to lead teachers to engage in more in-depth discussions to collaboratively formulate specific expected learning outcomes for priority tasks, helping them gain clearer and more consistent understanding of the targets and strategies. The school should further strengthen the professional development and support for middle managers, enabling them to fully exercise their roles and ensure effective implementation of priority tasks.
- The school’s curriculum planning and classroom learning and teaching effectiveness still have room for improvement. Curriculum leaders should conduct a comprehensive review and refine the school curriculum to ensure adequate coverage of essential learning elements across all key learning areas to establish a solid knowledge foundation for students. Teachers need to strengthen the support for students in addressing learning difficulties, including providing scaffolds or breaking down learning tasks, and continue to follow up on the recommendations from the last External School Review, making effective use of questioning to help students grasp concepts and consolidate their learning.