

# **External School Review Report Concluding Chapter**

**Shek Lei St. John's Catholic  
Primary 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.

# Concluding Chapter

The school has a clear development direction. Teachers are widely involved in the formulation of implementation strategies, and the decision-making process is transparent. The school management effectively deploys both internal and external resources to promote the continuous development of the school, while suitably supporting and supervising teachers' work. The school effectively promotes collaboration between subject panels and committees to address the school's major concerns, leveraging collective efforts to organise learning activities in and outside the classroom and create a school atmosphere conducive to cultivate students' positive and proactive attitudes towards learning and challenges in lives. The school has aptly planned its values education, fostering students' proper values through subject learning and life-wide learning activities aligned with annual themes such as care, love for life, and humility. This effort has proven effective, and the campus is filled with a positive and caring climate. The school also adopts appropriate strategies to deepen students' understanding of our country's development and culture, and national security. The school duly plans its curriculum to meet students' needs, creating rich learning experiences through collaboration between subject panels and committees. It appropriately organises a school-based curriculum to promote inter-disciplinary learning, cross-curricular reading activities and STEAM education, thereby enhancing students' learning confidence, motivation, and spirit of inquiry through collaborative and inquiry-based learning processes, and establishing their habits and abilities for self-directed learning. The school actively promotes reading through interesting activities. The reading atmosphere is improving, and students' reading habits are gradually being formed. The school employs suitable strategies to support students with learning and development needs, while providing various channels for them to showcase their talents and promoting a healthy lifestyle. Students are humble and receptive. They get along well with peers, care for each other, and participate actively in both internal and external activities.

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 needs to be strengthened. The school should holistically review the achievement of its annual development targets, and support subject panels and committees in accurately assessing student performance against the work targets so as to gain a comprehensive understanding of work effectiveness and optimise the use of the evaluation findings to inform planning.
- The quality of teachers' questioning and feedback needs improvement. Teachers should enhance their questioning and feedback techniques by using differentiated levels of questions and providing specific feedback to guide students towards deeper thinking and self-improvement.