

External School Review Report Concluding Chapter

Shek Wu Hui Public School

School Address: Tin Ping Estate, Sheung Shui, New Territories

**(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 management proactively engages teachers at all levels in deliberating on the school's development directions, taking into account the views of different stakeholders through a transparent decision-making process. The school's work plan for the current development cycle is specific and clear, with well-defined objectives that effectively promote collaboration among subject panels and committees in implementing priority tasks. The school management empowers teachers by assigning staff with varying years of experience to take on panel management or administrative responsibilities, thereby nurturing a pipeline of capable successors. Most subject panels make effective use of students' assessment data to identify their strengths and weaknesses, and analyse their learning difficulties. The school regards parents as key partners, maintains adequate channels for home-school communication, and has established the "Academy for Parents" programme to promote positive parent education and equip parents with effective parenting skills. The school continuously refines its school curriculum and is committed to cultivating students' interest and ability in self-directed learning through individual project learning. The development targets for STEAM education are clear, equipping students to integrate and apply interdisciplinary knowledge and skills to solve real-life problems. The school also designs thematic cross-curricular reading programmes to broaden students' reading scope and promote learning through reading. Values education is comprehensively planned through subject learning, school-based Moral and Personal Development lessons, and weekly assemblies to cultivate students' positive moral values and character, while a multi-pronged approach is adopted to nurture their sense of national identity. The school has successfully fostered a positive and caring campus environment, actively promoting healthy lifestyles. Teachers effectively employ a range of classroom learning and teaching strategies to enhance students' learning motivation. Students are attentive, actively engaged in learning activities and eager to respond to teachers' questions. Teacher-student rapport is strong, and students maintain harmonious relationships with their peers, demonstrating mutual care and support. Students enjoy campus life and exhibit a strong sense of belonging to the school, with all students actively participating in Scout training programmes.

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

- The effectiveness of evaluation work at the school level needs to be enhanced. The school management should support subject panels and committees in focusing on the development targets and evaluating the effectiveness of their work in relation to student performance. The school needs to triangulate quantitative and qualitative evaluation data to review the extent to which the development targets have been achieved, so as to inform planning for the next cycle.
- Classroom learning and teaching effectiveness can be further improved. Teachers need to guide students to summarise key learning points and consolidate their

learning in class. They also need to enhance the quality of feedback by specifically pointing out students' areas for improvement in learning, and helping them clarify concepts based on their responses.