

External School Review Report Concluding Chapter

**The Hong Kong Chinese Women's Club
Hioe Tjo Yoeng 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.

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Dedicated to fostering a caring and vibrant campus culture, the school provides appropriate support and care to meet the diverse needs of its students. A harmonious teacher-student rapport has been established, and students are well-behaved, disciplined, courteous, and humble. The school demonstrates the spirit of self-improvement. Building upon the achievements of the previous school development cycle, the school has formulated major concerns in alignment with students' needs and educational trends, with clear and specific targets which have been implemented collectively by subject panels and committees. The school management leverages external resources to drive teachers' professional growth, establishing an open culture of professional exchange. The school provides students with rich learning experiences and continuously optimises its school-based curriculum. It makes good use of e-learning to enhance students' self-directed learning capabilities and has been steadily developing STEAM education. There is a strong reading culture on campus. Through reading lessons and various book sharing activities, students have established regular reading habits. In the classroom, diversified learning activities effectively boost students' interest and facilitate peer interaction, with students demonstrating good communication and collaborative skills in group tasks. The planning of values education is systematic and features Chinese culture as the core. Implemented through life education lessons, service learning, and life-wide learning activities, it nurtures students' proper values and strengthens their sense of national identity and recognition towards traditional culture. The school takes an active part in promoting home-school co-operation, harnessing parental engagement to nurture students' good habits and spirit of service, thereby fostering their sense of responsibility. Students demonstrate a sense of belonging to the school and are actively engaged in school activities. They perform well academically and have won numerous awards in fields such as music and dance.

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

- There is room for improvement in catering for the needs of the more able students in the classroom. Teachers should design challenging learning tasks to stimulate students' thinking and encourage the use of higher-order thinking skills, such as evaluation and analysis, to further realise the potential of the more able students. The school could also make use of the existing professional exchange platforms to promote teachers' good practices, thereby further enhancing the effectiveness of classroom learning and teaching.