

External School Review Report Concluding Chapter

The Salvation Army Lam Butt Chung Memorial 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 has a clear development direction that aligns with students' learning needs and fosters the cultivation of positive thinking. It promotes e-learning and strengthens cross-curricular collaboration, which helps enhance students' learning interest and effectiveness while cultivating their self-directed learning habits. The teaching team collaborates well, facilitating the implementation of key initiatives across subject panels and committees. Meanwhile, the school has established a culture of professional exchange that enhances teachers' professional capacity. Diverse strategies are employed to steadily promote values education, providing students with rich learning experiences through classroom learning, life-wide learning activities and service learning. By creating various platforms, the school encourages students to showcase their talents and discover their strengths, thereby boosting their confidence and sense of achievement. Moreover, with award schemes and campus displays, a positive campus atmosphere is cultivated, which helps students develop good character and positive thinking. The school also provides appropriate support for students with diverse needs and pays close attention to their physical and mental well-being. It actively promotes physical activities and healthy eating habits, guiding students to establish a healthy lifestyle. Under the school's dedicated care and guidance, students are lively and cheerful, show respect for their teachers, and get along well with their peers. They enthusiastically participate in a wide range of activities, demonstrating a positive spirit.

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

- The school has yet to set specific expected learning outcomes for the development targets related to the major concerns, and its self-evaluation effectiveness still needs improvement. Therefore, the school needs to refine the relevant planning to facilitate future evaluation work. During evaluation, it should also focus on the development targets and make good use of existing learning evidence to conduct in-depth analysis on how the related work has impacted students' learning and development, so as to inform future planning.
- There is room for improvement in the effectiveness of classroom learning and teaching. The school needs to refine the design of group activities to further cultivate students' collaboration skills. It also needs to enhance teachers' questioning techniques to encourage students' deeper thinking and stretch their potential.