

External School Review Report Concluding Chapter

**Tung Wah Group of Hospitals
Sin Chu Wan 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 is committed to providing students with rich and diversified learning experiences both in and outside the classroom. It creates a variety of platforms for students to showcase their potential, which effectively enables them to build successful experiences, foster self-confidence and promote whole-person development. The school management effectively harnesses the collective effort of various stakeholders to collaboratively support students' learning and growth. The school has established a clear development direction, with its major concerns well addressing students' needs. It also proactively leverages external resources to provide appropriate training for teachers and parents, which effectively supports the implementation of priority tasks. Keeping abreast of curriculum development trends, the school continuously refines its school-based curriculum to promote whole-person development across the five aspects of development. In response to students' needs and abilities, it provides them with rich experiential learning experiences, rendering a joyful and meaningful learning journey. The school actively promotes collaboration among subject panels and committees to continuously cultivate students' self-learning strategies, communication and collaboration skills, and other generic skills, thereby strengthening their learning foundation. The school's values education is comprehensively planned. Through subject learning, school-based civic education, weekly assemblies, and a range of learning activities in and outside the classroom, the school nurtures students' good character from the dimensions of cognition, affection and action, encompassing all priority values and attitudes while closely connecting them to students' daily lives. The school places great emphasis on students' physical and mental well-being and strives to foster a positive campus environment, strategically focusing on enhancing students' resilience and self-image through various measures and activities. Students are self-disciplined and courteous, showing respect for teachers. Senior students show attentive care for their junior counterparts, demonstrating a caring spirit and contributing to a harmonious and friendly atmosphere on campus.

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

- The school's annual plan has yet to fully highlight strategies at the school level, and the evaluation work is not centred on student performance. The school needs to formulate and consolidate targeted strategies to facilitate the implementation of its major concerns. When evaluating work effectiveness, the school should review against the objectives, make integrative use of the qualitative and quantitative evaluation information and data obtained, focus on reviewing student performance, and formulate targeted follow-up measures to further enhance the effectiveness of using evaluation to inform planning.
- There remains room for improvement in the overall coordination of STEAM education and the design of learning activities. The school needs to lead and drive relevant subject panels to collaboratively plan the work for promoting STEAM

education, which includes refinements of the design of STEAM learning activities, with a view to cultivating students' ability to integrate and apply knowledge and skills across disciplines, while nurturing their creative thinking.