

External School Review Report Concluding Chapter

Yuen Long Government Primary School

School Address: Au Tau Yuen Long NT

**(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 actively engages teachers in the school self-evaluation process, effectively fostering team consensus. Its major concerns align with students' learning and development needs, with clear directions and goals. Subject panels and committees cooperate proactively and implement strategies in a systematic manner. They also collaboratively plan various cross-curricular learning activities, such as STEAM and national education, to enrich students' learning experiences both in and outside the classroom. The school management effectively leverages resources from various parties to drive key initiatives. Stakeholders recognise and support the school's development direction, jointly fostering students' growth. The school actively promotes teachers' professional development and is progressively fostering a culture of professional exchange, thereby enhancing the effectiveness of learning and teaching. Keeping abreast of educational trends, the school strives to provide diverse and enriched learning experiences to promote students' whole-person development. In recent years, the school has placed a strong emphasis on cultivating students' self-directed learning capabilities. Students are attentive and demonstrate a serious attitude towards learning. They actively engage in lessons and have gradually developed habits of pre-lesson preparation, along with a capacity for self-planning and continuous reflection. The school attaches great importance to students' physical and mental well-being. Through a variety of diverse learning experiences, it supports students in realising their potential and developing their interests, while providing opportunities to showcase their talents and build self-confidence. In response to students' development needs, the school also promotes peer collaboration and communication, fostering a caring and supportive school environment. Students enjoy campus life. They are well-behaved and receptive to learning. They show respect for others and participate actively in a wide range of school and external activities.

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 the school self-evaluation. The school should review the effectiveness of its work by assessing student performance against the development targets. It should also make integrative use of different self-evaluation information and data, triangulate findings, and conduct a holistic review of effectiveness to better inform future planning.