

External School Review Report Concluding Chapter

**Hong Kong and Macau Lutheran Church
Ming Tao 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

Embracing the vision and mission of promoting whole-person education, the school has successfully created a loving and inclusive learning environment. Teachers demonstrate great care and love for their students. Students enjoy their school life and a good teacher-student rapport has been established. The school gathers views from different stakeholders and upholds a high level of transparency in its management. The school strategically nurtures a team of aspiring teachers through distributed leadership and empowerment. It also actively promotes professional exchange among teachers, striving to strengthen their professional capacity. The teaching team works together in a collaborative spirit, with a harmonious working relationship. The school brings together the support and contribution from different stakeholders, effectively fostering its continuous development. It also makes good effort to support the learning and development needs of students, including those with special educational needs. In order to widen students' horizons, dedicated endeavours are made to provide students with diversified learning experiences within and beyond the classroom. With the goals of nurturing students' proper values and attitudes, and facilitating their whole-person development, the school is committed to cultivating students' generic skills, promoting values education and life planning education, and supporting them in leading a healthy lifestyle.

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

- The school has to enhance the effectiveness of self-evaluation and strengthen the use of self-evaluation information and data. Upon conducting a holistic review of the implementation and effectiveness of the work regarding its major concerns, the school should formulate appropriate follow-up measures and use evaluation findings to inform future planning. It also has to optimise its planning by devising success criteria against the targets of its major concerns, so as to facilitate the subject panels and committees' planning and implementation of related work.
- The school has to improve holistic curriculum planning and enhance the effectiveness of work such as national security education (NSE), STEAM education and promotion of reading. In connection with the NSE, the school has to strengthen teachers' professional capacity, create a wider range of learning contexts and devise corresponding learning and teaching strategies. As for STEAM education, the school has to step up cross-subject collaboration and better connect the learning content across curricula, so as to help students integrate and apply related subject knowledge and skills. In addition, the school has to conduct a holistic review on the strategies in promoting reading and create a good reading atmosphere to increase students' reading interest.