

External School Review Report Concluding Chapter

**Lions Clubs International
Ho Tak Sum Primary School**

**School Address: Areas 3 (PS2), Phase 4, Tin Shui Wai,
Yuen Long, New Territories**

**(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 has conducted a holistic review of its work with the use of self-evaluation information and data. Its development directions are generally in line with students' needs. In view of the impact of the epidemic on students' emotion and campus life, the school has been implementing positive education, creating a positive classroom and campus atmosphere. It has also stepped up the promotion of students' healthy lifestyles by enriching their physical, aesthetic and service learning experiences, and enhancing their skills in coping with stress and managing emotion. The school's support measures are generally devised in alignment with students' diverse needs, helping students adapt to and engage in campus life. The school strives to create diversified learning opportunities for students to enhance their self-confidence and help them develop their potential. It attaches great importance to home-school cooperation. In addition to actively understanding and following up on parents' views, the school provides appropriate support for parents, including helping them plan in advance the pathways for their children's further study for making informed choices, and facilitating parents of students with special educational needs to understand the learning progress of their children. The school effectively uses different resources to, for example, optimise its assessment policy with support from external organisations, and utilise the funding from the school sponsoring body to subsidise students' participation in learning activities outside Hong Kong. Students are modest and receptive. They are well engaged in campus life, fond of taking part in activities in and outside the school, and eager to help their peers.

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

- The school has to lead its teaching team to build consensus over the targets of the major concerns in order to bring about synergy and enhance work effectiveness. The school also has to use both qualitative and quantitative self-evaluation information and data to obtain comprehensive evaluation results and make use of the findings to inform future planning.
- The school has to strengthen the curriculum planning of STEAM education and values education. This includes ongoing review and enhancement of the curriculum design of STEAM education to provide platforms for students to apply knowledge and skills in an integrative manner. The school also has to strengthen the holistic planning of values education curriculum by fostering the collaboration between subject panels and committees to integrate and incorporate values education elements into different curriculum content and life-wide learning activities in and outside the classroom.