

External School Review Report Concluding Chapter

**Po On Commercial Association
Wan Ho Kan Primary School**

**School Address: Primary School No 2, Fu Tung Estate,
Lantau Island, 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 attaches great importance to cultural diversity and has successfully created a caring and inclusive campus atmosphere where students are accommodating and respectful of each other. At the same time, the school has strengthened the connection with its Mainland sister schools, in order to deepen students' understanding of our country's history and culture. The school management, in general, manages to take up the professional leadership role and leads the team of teachers to make steady progress. For example, in line with the implementation of the "enhanced School Development and Accountability framework", the school management has strengthened teachers' understanding of the school's self-evaluation work in a timely manner. Based on the school's development needs, the school management has also flexibly allocated resources for the ongoing development of the school-based curriculum to support the non-Chinese speaking students in learning Chinese. The school's development focuses in recent years have been cultivating students' empathy and fostering their self-directed learning habits through continuous promotion of e-learning. In general, subject panels and committees have a common understanding of the focuses to jointly promote such focuses in and outside the classroom. The school is dedicated to helping students build a healthy lifestyle. The measures include scheduling activity periods in the timetable, introducing emerging sports, and organising "No Homework Day". Students are well engaged in campus life and they enjoy a harmonious relationship with peers of different nationalities. They are keen to share their cultures through mini stage performances of folk dances and songs arranged by the school.

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

- The effectiveness of school self-evaluation needs to be strengthened. When evaluating work effectiveness, the school has to make an integrative use of qualitative and quantitative self-evaluation information and data, drawing on the existing students' evidence of learning, in order to review the impact of its work on student learning and accurately grasp the extent of the work progress. This could provide feedback to inform future planning, thereby promoting continuous development through the school self-evaluation cycle.
- The role of curriculum leadership has not yet been fully demonstrated, and the effectiveness of classroom learning and teaching could be improved. The school should strengthen its leadership to lead its subject panels and committees to systematically plan and collaboratively implement various initiatives in curriculum development. This includes speeding up the pace of the planning and promotion

of STEAM education, reviewing the work and consolidating the learning content of life planning education at the upper primary level, and enhancing the effectiveness of catering for learner diversity in class. In order to enhance teachers' professional capacity and facilitate student learning, the school has to make good use of the existing platforms, such as classroom observation, collaborative lesson planning and subject panel sharing, so as to lead teachers in exploring effective strategies, including those for supporting students with special educational needs.