

External School Review Report Concluding Chapter

**Sam Shui Natives Association
Lau Pun Cheung School**

**School Address: Estate School No 3, Block 10,
Kwai Shing Estate, 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 successfully fostered a positive and nurturing culture on campus for the staff and students. The school management manages to build up the morale of the team. It also explores and utilises internal and external resources to facilitate the implementation of the school's development focuses, such as the electronic data system, by subject panels and committees. By employing different strategies such as assigning the experienced teachers to support the inexperienced ones and redeploying duties, the school management fosters the development of the second tier and paves the way for a smooth succession to meet the challenges brought by staff turnover. The staff take good care of their students and give them encouragement while the students are friendly to each other and enjoy the campus life. The school curriculum is generally in line with students' learning needs and interests, promoting the five aspects of development. A caring atmosphere prevails in the classroom. Electronic media are widely used by teachers to sustain students' learning motivation in the lesson. The school effectively adopts multiple strategies to help students maintain a healthy lifestyle. For example, physical and aesthetic learning experiences are provided for students to equip them with social skills. The school is dedicated to instilling proper values and attitudes in students, including their sense of national identity, by integrating the learning elements of values education both in and outside the classroom. The school also actively provides opportunities for students to apply what they have learnt, enabling them to uphold proper behaviour and attitudes. Students are well-behaved. They exhibit a positive attitude towards learning and possess good self-management skills.

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 (SSE) is satisfactory. The school has to continuously refine the "Planning-Implementation-Evaluation" cycle by devising clearer and more concrete targets that focus on students' learning performance, and conduct evaluation against the targets. The school also has to enhance teachers' capacity to use self-evaluation tools and data in an integrative manner for making an in-depth analysis of student performance and evaluating work effectiveness so as to inform future planning effectively.
- The school performance in student learning and teaching needs improvement. The school has to strengthen the planning of teachers' professional development and actively encourage teachers to enhance their lesson plans and improve their questioning techniques. The school also has to make good use of the foundation established from the development of e-learning over the years by promptly

identifying students' learning progress and difficulties through conducting e-assessment in the lesson. Effective follow-up measures could then be devised accordingly; for example, to further enhance classroom learning and teaching effectiveness, the teaching pace could be adjusted based on students' abilities and concrete feedback could be provided to help students clarify their concepts.