

External School Review Report Concluding Chapter

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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.

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The school has set its major concerns in alignment with the educational trends and based on students' needs. It makes good use of qualitative and quantitative evaluation data to review work effectiveness, resulting in effective self-evaluation. In response to the key curriculum updates, the school management leads the team to leverage the notion of learning time to enrich students' learning experiences and broaden their horizons. The school also attaches importance to the promotion of information literacy to nurture students' skills and proper attitudes of using emerging information and communication technology. With the use of e-learning tools to facilitate their teaching and design of diversified learning activities, teachers are able to cater for the learning needs of different students. STEAM education is developed steadily and the school curriculum has a balanced focus on technological knowledge and humanistic qualities, effectively nurturing students' innovative thinking and problem-solving skills. The school has created a good reading atmosphere, conducive to enhancing students' reading interests and habits. The school's planning of values education is generally appropriate, integrating cognition, affection and action to cultivate proper values and attitudes in students. The school aptly incorporates elements of life planning education into the upper primary curriculum. Alumni are also invited to share information on further studies and introduce different professions to students, preparing them for their future studies and careers. In recent years, the school has taken proactive measures to strengthen students' sense of national identity and worked collaboratively with parents to implement national education. The school also strives to guide students towards a healthy lifestyle, creating a healthy campus. Students are self-disciplined, courteous and proficient in biliterate and trilingual communication.

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

- Building on the current foundation of catering for the learning needs of different students in the classroom, teachers need to improve their questioning techniques. Teachers could strengthen student learning by employing more high-level questions to elicit their deep thinking and providing more opportunities for them to elaborate their ideas. Teachers should also allow sufficient time for students to summarise and reflect on what they have learnt, so as to consolidate their learning in class.