

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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Upholding its mission, the school strives to nurture students' passion for learning and their keenness to innovate. Students are encouraged to put the school motto "Not to be served, but to serve" into practice by contributing to society with what they have learnt. The school achieves effective self-evaluation by using different self-evaluation tools and data to understand students' needs and review work effectiveness. The school management and middle managers maintain close communication with one another. They effectively co-ordinate subject panels and committees to take forward school development focuses collaboratively, with appropriate monitoring and support for the implementation of work. In view of the challenges of staff turnover in recent years, the school puts a great emphasis on strengthening the leadership and decision-making skills of the middle managers, and helps the newly-joined teachers mingle well with the teaching team. These measures facilitate the professional growth of the teaching staff. To cater for students' learning and development needs, the school makes good use of different resources and actively maintains a close connection with its sister school on the Mainland and external organisations. In recent years, the school has organised a theme-based learning week with rich content to nurture empathy in students, guiding them to understand others' feelings and situations. The planning of values education is comprehensive, contributing to a positive campus atmosphere which encourages students to practise good behaviour. The school provides diversified learning experiences for students to explore and develop their personal strengths or interests before class and during recess, and during multiple intelligences lessons, conducive to fostering their whole-person development. The school places due emphasis on promoting cross-curricular collaboration, with a view to connecting the learning activities in and outside the classroom and creating meaningful learning contexts for students to apply what they have learnt. For instance, the "hands-on and minds-on" learning activities related to STEAM education provide students with the opportunities to apply knowledge and skills across disciplines in authentic contexts, enhancing their problem-solving skills. The school has created a strong reading atmosphere, where students are fond of reading and have developed good reading habits. Students are interested in learning and actively engaged in internal and external interest groups and competitions. They enjoy campus life and are willing to serve. They also respect their teachers and care for their peers.

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

- The overall performance of classroom learning and teaching is acceptable. The school has to review the design of group activities by providing room for

collaboration and discussion. By doing so, the school can facilitate interaction among students and further develop their collaboration and communication skills, thereby maximising the benefits of group learning. The school also has to refine the assessment design and arrangement for P1 students in the first school term to help them progressively adapt to the learning mode in primary schools.