

External School Review Report Concluding Chapter

**St Patrick's Catholic Primary School
(Po Kong Village Road)**

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Kowloon**

**(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 the mission of Catholic education, the school formulates development priorities that are in line with students' needs. It is dedicated to infusing the core values of Catholic education into the school curriculum and the work of student support so as to boost students' learning confidence and instill in students the quality of "Love God, Love One Another", creating a harmonious and caring campus atmosphere. The school management effectively leads the subject panels and committees to make steady progress. It attaches much importance to teachers' professional development and has successfully established a good professional exchange culture. The school actively nurtures students' proper values and attitudes and the results are gradually becoming evident. It also develops STEAM education at a steady pace, progressively fostering students' problem-solving skills and providing them with opportunities to develop their creativity. The school is devoted to promoting reading, and it develops students' interests, stretches their potential and enhances their sense of achievement through diversified learning activities. Students are receptive and attentive in lessons, and they are actively engaged in activities in and outside the classroom. Teachers generally possess good questioning and feedback skills and adopt appropriate learning and teaching strategies. The school is committed to promoting service learning, cultivating in students the positive behaviour of being caring, respectful and willing to serve others. Students engage in their school life with enthusiasm and are keen to serve others, thoroughly actualising the spirit of love and service.

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

- The school self-evaluation (SSE) culture has been infused into the work at different levels. Building on the current foundation, the school needs to continuously optimise its SSE work at the school level, including formulating development targets closely related to student performance at the planning stage. When reviewing the effectiveness of priority tasks, the school needs to make use of and analyse the evaluation information and data from multiple sources in an integrative manner with a focus on the targets so as to inform planning and further enhance the SSE effectiveness.