

External School Review Report Concluding Chapter

**Shun Tak Fraternal Association
Ho Yat Tung Primary School**

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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.

Concluding Chapter

The school management widely gathers views through multiple channels to inform planning in a timely manner, effectively building consensus among teachers. With a strong sense of cohesion and collaborative spirit, the teaching team works together to drive steady progress of the school. The school attaches great importance to teachers' professional development, with a clear professional ladder and training programmes in place to empower teachers and realise their potential. A culture of professional exchange has been established. Peer learning among teachers is fostered through systematic arrangements of lesson observation, debriefing sessions and open classes. Curriculum leaders make good use of resources, including collaboration with external organisations, to continuously refine the curriculum and keep abreast with the times. Adhering to the school mission and the aim of whole-person education, the curriculum has incorporated a good array of learning activities. Diversified learning experiences are provided within and beyond the classroom, including STEAM education activities “for all” and “for the gifted”, to help students explore their interests and develop their potential. Subject panels collaborate to arrange different reading award schemes and activities, effectively developing students' interests in reading and enhancing their language abilities. With cognition, affection and action well integrated in the promotion of values education, students' proper values and attitudes such as responsibility, care and respect for others are cultivated. Students are fond of learning, self-disciplined, friendly and polite. Their academic performance deserves recognition.

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

- To further enhance the effectiveness of self-evaluation, the school has to devise targets of the major concerns with a focus on students' learning performance, and conduct a holistic evaluation on work effectiveness, with good use of evaluation findings to inform future planning.
- Teachers have to be flexible in adjusting the learning and teaching strategies based on students' learning performance, including making good use of probing and follow-up questions, to deepen students' thinking and further develop their higher-order thinking skills. Concrete feedback should also be given to help students improve.