

External School Review Report Concluding Chapter

**Wellington Education Organization
Chang Pui Chung Memorial 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 and teaching team work collaboratively to formulate various measures to improve curriculum planning and the support for student development, striving to provide students with diverse and joyful learning experiences, develop their potential, cultivate good characters, and broaden their horizons. The school is able to make reference to different self-evaluation data to analyse students' learning performance. In the school, teachers are provided with opportunities to share educational trends and exchange new pedagogical knowledge. The school promotes STEAM education for all and for fun, providing chances for students to demonstrate their generic skills and cultivate proper values. In recent years, the school has stepped up the collaboration among subject panels and committees, so that they jointly promote values education, national education and life planning and develop students' healthy lifestyles. The school invites parents to assist in organising relevant activities in a timely manner to achieve whole-school participation. The school cares for students and supports their development wholeheartedly. Parents trust and support the school, and are willing to assist the school in organising activities. Students enjoy school life and actively participate in local and regional competitions, obtaining numerous awards, with outstanding performance in technology and dance.

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

- The overall effectiveness of school self-evaluation has to be strengthened. The school management needs to formulate clear and specific targets and strategies for the two major concerns. With reference to students' expected learning outcomes, the success criteria set should be both qualitative and quantitative, as well as measurable. The school management also has to enhance teachers' ability in using self-evaluation data in an integrative and analytical manner, so as to understand student performance in different aspects and inform future planning.
- The effectiveness of classroom learning and teaching has to be improved. Teachers have to employ diverse learning and teaching strategies to enhance students' self-directed learning, and design classroom learning activities which encourage peer interaction, thereby extending the learning of students of different abilities and addressing their diverse needs. The school also has to make good use of the existing teacher professional development platforms, for example, staff development days and open classes, to strengthen the professional exchange culture, and promote the sharing of good teaching practices on catering for learner diversity, and teachers' collaboration in optimising and implementing related strategies. To

meet teachers' professional development needs, the school should organise more external training activities and flexibly tap external resources to enhance the professional growth of teachers.