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Education Bureau
Government Secretariat, The Government of the Hong Kong Special Administrative Region
The People's Republic of China

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6 September 2021

Mr Joseph LEE
School Supervisor
W F Joseph Lee Primary School
9 Tin Fai Road, Tin Shui Wai
Yuen Long, New Territories (Area 101)

Dear Mr LEE,

External School Review – Final Report

Thank you for your letter of 31 August 2021. The content of the school's written response has been noted. An official copy of the school's external school review (ESR) Final Report is attached for your record.

The ESR report should be discussed in the School Management Committee to facilitate the school's sustainable development and improvement. A copy of the report should also be made available in the school premises or on the school intranet for stakeholders' reference. Comments from key stakeholders, including parents, should be solicited with a view to taking appropriate follow-up actions and realising accountability. To further enhance transparency, your school is encouraged to upload the ESR report to the school homepage for access by the public.

If your school has chosen to release the previous ESR report(s) to the public, please continue with such practice. The report has to be presented in whole, but it is not necessary to include the appendices.

For enquiries, please contact the undersigned at 3902 3658.

Yours sincerely,

(Ms CHAN Lai-wa, Joanne)
for Permanent Secretary for Education

c.c.   School Head, W F Joseph Lee Primary School
Principal Education Officer (NTW)
Chief School Development Officer (YL)
Senior Education Officer (School Administration) 1

External School Review Report

W F Joseph Lee Primary School

School Address: 9 Tin Fai Road, Tin Shui Wai, Yuen Long,
New Territories (Area 101)

Review Period :   15, 19, 21, 26 and 29 April 2021

Notes on the External School Review Report

1. This report covers the current development of the school and the key External School Review (ESR) findings. Suggestions for improvement are also given for reference of the school.

2. The report is intended for the key stakeholders of the school, including members of the School Management Committee (SMC), teachers, specialist staff, parents and students.

3. The school should release the content of the report to the key stakeholders by making the ESR report available in the school premises for their easy access. To further enhance transparency, the school is encouraged to upload the report to its homepage for access by the public.

4. The SMC should lead the school to follow up the suggestions made in the report, in order to facilitate its self-improvement and enhance its continuous development.

Contents

1. External School Review Methodology

1.1 The ESR team conducted the review in April 2021 to validate the school's self-evaluation and its impact on the school's development. Suggestions are made to facilitate the school's continuous improvement and development.

1.2 In view of the development of the Coronavirus Disease 2019 (COVID-19) epidemic, some of the inspection activities were conducted online or through phone interviews. The ESR team employed the following methods to understand the situation of the school:
- Scrutiny of documents and data provided by the school before and during the school visit;
- Observation of 38 lessons taught by 40 teachers;
- Observation of various school activities, such as morning assemblies, Character Building (CB) lessons and life-wide learning activities; and
- Meetings, video conferences and phone interviews with the key stakeholders of the school including the school management[1], teachers, the school social worker, parents and students.

2. Current Development of the School

2.1 Founded in 2002, W F Joseph Lee Primary School is a co-educational school sponsored by Wofoo Foundation Limited under the Direct Subsidy Scheme. The school motto is "Wisdom, Faith, Love". The school aims at developing students to their fullest potential in all areas, and to be intellectually individual thinkers and responsible future members of society worthy of respect. The school envisions students as "Beacons of Light", teachers and staff as exemplary mentors and role models; and itself as a learning community for all.

2.2 The class structure approved by the Education Bureau (EDB) and the number of students[2] in the current school year are as follows:

Level	P1	P2	P3	P4	P5	P6	Total
Number of Classes	5	5	5	5	5	5	30
Number of Students	164	161	158	156	134	136	909

2.3 The school has experienced changes in the senior management and middle managers since the last ESR. The Principal took up office in the 2017/18 school year, while the two Vice-principals taking charge of student and academic affairs joined the school in the 2015/16 and 2018/19 school years

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[1] The school management generally refers to the SMC, school head and deputy heads
[2] Based on administrative records kept in the Bureau's information system

respectively. In recent years, the Assistant Principal responsible for the work related to student support and school ethos and the Director of Institutional Advancement providing support to the school management and facilitating administrative work have taken up their current posts. Middle managers involving the heads of Teams which lead different subject panels and committees have also assumed their roles. Lately, the Head of Learning and Teaching, one of the Team heads, tendered his resignation in the middle of this school year and the Vice-principal overseeing academic affairs has been taking up the related duties.

2.4 The following recommendations were made in the previous ESR report of September 2015: (1) Strengthen the Planning-Implementation-Evaluation (P-I-E) for school's sustainable development; (2) Enhance the learning and teaching effectiveness by better catering for learner diversity at classroom level; and (3) Strengthen the leadership of the school management.

2.5 The major concerns (MC) of the previous school development cycle (SDC) (the 2017/18 to 2019/20 school years) are: (1) Enhance teaching effectiveness in order to develop students to be self-directed learners; (2) Develop a distinctive school culture through the development of positive education; and (3) Build a whole school capacity and show good practices to serve the community.

2.6 The MC of the current SDC (the 2020/21 to 2022/23 school years) are: (1) Inculcate positive values in students through character building; (2) Pursue academic excellence by increasing student ownership of learning and enhancing learning effectiveness; and (3) Continuously improve and sustain school development by enhancing leadership capacity.

3. External School Review Findings

3.1 With new school leadership, commendable measures have been put forward with clear school development focuses. The professional leadership capacity of the middle managers should be strengthened to facilitate the school's sustainable development.

3.1.1 The school has been steadfast in following its vision and mission of fostering students' whole-person development. Commendable efforts have been sustained to instill positive values among students and nurture their good character, which is stressed by the school-based CB curriculum recently introduced. Consistent and continual development of a diversified curriculum to optimise students' learning experiences and realise their potential can be found. A language rich environment is conducive to training students to be biliterate and trilingual.

complement quantitative data to draw on findings from students' performance, in order to conduct a thorough and in-depth evaluation of its work.

3.2.2   The MC of this SDC are suitably formulated based on the existing strengths and progressing from the past experiences.   For instance, in the last SDC, priority has been given to developing students to be self-directed learners.   With self-learning skills like doing pre-lesson preparation nurtured in students, to further enhance their learning motivation, the school aims at increasing their ownership in learning through engaging them in subject-based learning tasks and e-learning.   Due focus has also been put on developing a distinctive school culture through positive education, with a harmonious school culture established.   In view of students' needs and societal influences in recent years, a higher priority is accorded to inculcate positive values in students through the implementation of the CB curriculum in the current SDC, with emphasis put on helping students internalise the target values through experiential learning.   Teachers' professional development is also well incorporated to support teachers in implementing the work related to MC.

3.3   The school is led by committed leadership, with proper succession planning and professional development arrangements in place to meet the school development needs.   Support to the middle managers has to be enhanced to advance their professional capacity.

3.3.1   The school is under dedicated leadership of its management. Though there have been vast changes to the senior management in particular since the last ESR, the school is running smoothly and making strides for its continuous development under the collaboration of the Principal, Vice-principals, Assistant Principal and Director of Institutional Advancement.   A Senior Leadership Team (SLT) comprising the senior management and six middle managers each heading a Team has been set up.   The SLT members meet often to discuss and deliberate administrative matters and make decisions on policies.   The Middle Management Committee involving the SLT members and heads of all subject panels and committees has also been established, with more basic rank teachers taking up the leadership roles in subjects and committees.   This is favourable to greater teacher involvement in discussing school policies, leading to an enhanced understanding among teachers of the holistic planning at the school level.

3.3.2   There is strategic planning in promoting distributed leadership with the refined administrative structure, by opening up new functional groups to strengthen management and assigning potential teachers to undertake leading roles.   Although some middle managers are accumulating experiences to undertake leading roles, the school always keeps shared leadership in mind, aiming at maximising their professional capacity for better succession planning.   In view of the teachers' needs, due emphasis is laid on

3.1.2 Greater vigor and higher morale are perceptible under the new leadership. Teachers concur with the direction of the school development. In response to the school development needs, the administrative structure has been thoughtfully revamped to enhance the accountability of the middle managers. Different grants are made use of to sustain the teaching force and additional non-teaching staff have been deployed to support the school development and create space for teachers. External professional support is enlisted to strengthen teachers' professional capacity in learning and teaching. With the concerted efforts of teachers, the development of e-learning in the school, one of the development focuses, has taken another leap during the suspension of face-to-face lessons under the COVID-19 epidemic.

3.1.3 The school has been facing challenges brought about by changes in the senior management and middle managers due to teachers' turnover in recent years. Since some middle managers, including heads of Teams, subject panels and committees, are still accumulating experiences to undertake their leading roles, for the school's continuous advancement, it is essential to further develop leadership capacity of the middle managers, enabling them to make good use of the P-I-E cycle so that a reflective culture conducive to the continuous improvement of the school could be established. Collaboration among subject panels and committees has to be strengthened as well.

3.2 While improvement is discerned in the school self-evaluation, the effectiveness of evaluation still needs to be strengthened, with more deliberation given to the formulation of success criteria in the first place.

3.2.1 In response to the recommendations of the last ESR, the school has made good efforts in providing more opportunities to engage teachers in the evaluation and planning of the new school development plan through various channels, which is conducive to ensuring a shared understanding of the MC among teachers for the implementation of appropriate strategies. The school has also made better use of self-evaluation data such as Stakeholder Surveys and Assessment Programme for Affective and Social Outcomes to review the effectiveness of the school's work related to the MC and the school's overall performance as well as identify students' needs, which informs the planning of the next SDC. There is also appropriate use of assessment data to facilitate learning and teaching by subject panels. Yet, the success criteria for evaluation in the annual school plans and subject programme plans tend to rely on statistical data and stakeholders' perception without highlighting the expected outcomes in terms of student learning. As a result, the evaluation mainly focuses on reporting the work done or the data collected from questionnaires, lacking thorough and comprehensive reflection on the effectiveness of the tasks. The school should have more deliberation on the formulation of success criteria with specific outcomes in relation to students' learning and development, and make sound use of qualitative data to

strengthening the leadership of the senior management and middle managers through in-house training workshops and retreat programmes by drawing in the professional support of tertiary institutions. Nevertheless, some middle managers still do not have a full grasp of their roles and responsibilities. For more effective implementation of the school work, their professional knowledge, leading and monitoring roles as well as the support rendered to them including on-the-job training still need to be strengthened. The middle managers should also be encouraged to participate in relevant professional development programmes organised by the EDB to enhance their leadership skills.

3.3.3 The school actively seeks ways to cater for teachers' professional development needs. External support is sought, for example, from tertiary institutes, to strengthen the teaching strategies adopted in different subjects through lesson observation and post-lesson observation feedback. An induction programme is well in place to support newly-joined teachers, with experienced teachers providing suitable support to them. With a comprehensive appraisal system, each teacher is assigned at least two supervisors supporting their work in learning and teaching, administrative duties and professional growth. Various channels, most notably a meeting with the principal, are made use of to promote professional exchange with individual teachers and help them set goals for their personal development. Staff development activities have been properly organised to keep teachers informed of innovative learning and teaching strategies like e-learning as well as issues related to the MC such as CB of students. At team planning (TP) sessions, which are held regularly for different subjects across year levels, teachers discuss students' key learning difficulties, share good practices and devise lesson plans. Teachers' professional exchanges are also promoted through peer lesson observation and lesson evaluation within the same subject panels. Even though the number of students with special educational needs is small, there is still room to enhance the professional capacity of teachers in addressing the needs of the students so as to meet the EDB training targets.

3.4 **Due efforts are made to promote a positive school climate and inculcate students with the core values advocated by the school.**

3.4.1 To uphold its vision and mission, the school has been steadfast in optimising values cultivation through promoting positive education and CB with due attention paid to students' needs and societal influence. Great importance has been attached to enhancing the sense of belonging of students in the last SDC. A good rapport among students has been established through different team building activities including creating class posters, and organising birthday party and different competitions. P1 and P4 students have been paired up under the Buddy System in which they take care of each other in different activities like School Tour Day and Buddy Fun Day for three

consecutive years, the love and care between them is evident. Due efforts are also made to foster a positive school culture, for example, by promoting positive education through assemblies and various annual theme-based activities, which are related to the target good characters namely "kindness" and "hope" in the previous two years. Students are provided with opportunities to put into practice the intended characters in different learning activities like distributing bookmarks and towels to people in the neighbourhood to show their kindness, and visiting the elderly to show care to them. Through the Firefly Award Scheme, students' positive behavior is recognised. With all these, a positive school climate has been strengthened.

3.4.2   Based on the above foundation, the school sensibly deepens the development focus of positive education by promoting students' internalisation of its six core values, including care, respect, integrity, responsibility, commitment and perseverance, in this SDC. Apart from infusing the core values in the curriculum and daily learning and teaching in different subjects, three new curricula, namely Picture Book (PB), Language Arts (LA) and CB, have been developed to inculcate the target values in students in a more structured manner. Students are guided to reflect through questions and discussions on the virtues and values that they learn in storybooks during PB and LA lessons and through experiential learning in CB lessons. As observed, students learn to understand the difficulties the elderly may encounter in their daily lives through hands-on activities; they are able to empathise with the elderly and reflect on how they can help under teachers' guidance. From the sample student log books where students note down their post-CB lesson reflection, they demonstrate a reflective mind by sharing the values they have learnt from the class activities and how they will put it into action in future.

3.4.3   Despite a more structured curriculum developed to nurture the core values emphasised in this SDC, the coverage of the other priority values and attitudes like national identity and the inclusion of various domains of values education such as sex education are planned by subjects and committees loosely. To sustain the school's work in values education with comprehensive coverage, the school could holistically review the existing measures to develop a whole-school curriculum planning on values education, so that relevant values could be nurtured in a more systematic way.

3.4.4   The school puts strenuous efforts into developing students' sense of social responsibility through a good range of service learning opportunities. A structured framework on service learning has been established to progressively heighten students' sense of responsibility and develop them into self-disciplined individuals to care for the community. The school adopts a one-student-one-post policy and arranges community service with due consideration to students' developmental stages. While P1 and P2 students

are required to clean their classrooms, students of other levels are assigned to serve the community like cleaning the pavements nearby and visiting the elderly. Students' leadership skills are further developed through serving as school leaders such as school team leaders, student ambassadors and house captains, as well as taking part in training programmes which emphasise the development of generic skills like problem solving and communication.

3.5   Students' self-directed learning (SDL) habit and skills as well as their ownership of learning are being nurtured in good progress.

3.5.1   Upon adequate deliberations at different levels, consensus has been clearly built among subject panels and corresponding subject-based strategies have been devised in line with the direction of school development of SDL. Other than providing pre-lesson and post-lesson learning tasks, students' autonomy in learning and their learning motivation are suitably strengthened through various learning tasks. For instance, a writing portfolio is adopted in Chinese Language to guide students to refine their writing by reflecting on teachers' comments in the form of marking codes and prompting questions. The Know-Want-Learn Chart is used in English Language to encourage students to ask questions and share what they have learnt. Through writing journals, students are able to note down how they can apply what they have learnt in Mathematics in real-life situations. The pre-lesson preparation tasks of General Studies have been improved by having students formulate questions for further enquiry in addition to looking up for key words. Students' SDL habit and skills have been nurtured. For instance, they are generally capable of raising meaningful questions and applying what they have learnt in real-life contexts, as evident in the lessons observed and sample assignments scrutinised.

3.5.2   In addition to equipping teachers with the skills of using e-learning applications in the classroom to facilitate interaction, an e-learning platform is extensively deployed to broaden students' learning beyond the classroom. The e-learning platform is effectively deployed to encourage students' participation. Students share their learning outcomes and ideas with others in the platform proactively. Some of them also pose questions for their peers which demonstrate their thorough understanding of the learning content. In parallel to the extensive deployment of e-learning tools, external resources are suitably obtained to enrich the school-based Computer curriculum to develop students' abilities to use information and information technology ethically and effectively.

3.5.3   Subject panels have made use of the TP sessions to continuously share and review student performance in the SDL tasks as well as refine the pedagogy. While professional development sessions on e-learning tools are aptly arranged to help enhance teachers' professional capacity, the

opportunities to share good practices of developing students' SDL skills are lacking. More cross-subject professional sharing is desirable for teachers to acquire good practices and exchange views on the development of students' SDL skills.

3.6 A broad and balanced curriculum is offered to facilitate students' whole-person development. Measures are aptly adopted to cater for learner diversity at various levels, but more attention could be given to maximising students' potential in class.

3.6.1　Upholding the school's vision and mission, a broad and balanced curriculum has been maintained to facilitate students' whole-person development. Ample opportunities are provided for students to develop their interest and potential with a wide variety of life-wide learning activities in various areas, such as academic study, sports and arts. Despite the constraint of maintaining social distancing in view of the COVID-19 epidemic, capitalising on the previous experiences gained from implementing e-learning, school team training is provided to students continuously using online mode. The school is exploring a wider use of electronic means and community resources to enrich students' learning experiences persistently.

3.6.2　Due consideration has been given to catering for students' learning needs in the last two years. Small class teaching is duly practised in English Language and Mathematics in P3 and P4 to provide lower achievers with additional help. As observed, adaptation of learning content and individual support are appropriately rendered to students in the remedial classes. Collaborative efforts have also been made to deliberate on the differentiated pedagogical approaches to address the learning difficulties of both the more able and the less able students in the TP sessions. As observed, apart from monitoring students' learning progress and providing support to individual students, some teachers use graded worksheets and hint cards to provide students with more guidance to complete the learning tasks. e-Learning tools are also applied in some lessons to help the less able students learn progressively. However, in some lessons, the learning activities are designed with confined learning outcomes, which allow little room for students to go beyond what they have already mastered. Given students' high motivation and potential, teachers could raise their expectations of students and engage them in more challenging tasks which commensurate with their readiness and abilities.

3.6.3　Although the school admits a small number of non-Chinese speaking (NCS) students, pull-out group learning is purposefully operated for Chinese Language at the lower primary levels and Mathematics from P1 to P2 to facilitate their learning. Individual NCS students at the upper primary levels are also intensively supported by the teaching assistant in the mainstream

Chinese Language lessons. In the long run, more thoughts could be given to devising a concrete plan to facilitate NCS students' transition to following the mainstream Chinese Language curriculum.

3.6.4   Alongside the existing gifted education framework, all students benefit from enrichment and extension of knowledge and skills and more capable students' potential are further unleashed. A wide range of multiple intelligences programmes are systematically arranged for students to participate throughout their primary school life, so as to develop their talents and broaden their horizons. There are also pull-out programmes targeted at talented students to further develop their subject-specific knowledge and generic skills. For example, a school-based gifted education programme titled "The Project of the New Era of Amazing Grace of Talent Development" is implemented to stretch highly capable students' potential through inquiry learning. Through conducting research on different topics related to their daily life and celebrity interviews, students' thinking skills are enhanced and their knowledge extended.

3.6.5   The school has formulated an assignment and assessment policy in accordance with students' needs and abilities. The policy is regularly reviewed by taking into consideration stakeholders' views, like parents' feedback on the amount of homework, with follow-up actions aptly taken for refinement. In recent years, with the more systematic analysis of assessment data from a centralised system, subject panels analyse students' performance in internal assessments and public examinations in greater depth to identify students' strengths and weaknesses specifically. Most subjects devise appropriate follow-up actions, such as refining learning and teaching strategies and designing worksheets to address students' learning difficulties.

3.7   **Commendable efforts have been made in sustaining a language-rich learning environment; further collaboration among subject panels and committees is desirable to facilitate the schools' curriculum development.**

3.7.1   The school continues to provide a language-rich learning environment with a clear language policy aiming to develop students to be biliterate and trilingual. The school environment is decorated with bilingual posters and slogans. English and Putonghua are adopted as the medium of instruction for most subjects, and are widely used in daily interaction among teachers and students beyond the classroom, like during various co-curricular activities. As observed, students are generally confident and proficient in both languages.

3.7.2   The school's reading atmosphere is well-sustained, alongside the suitable arrangements of timetabled lessons, including PB and LA, as well as the daily Uninterrupted Sustainable Silent Reading (USSR) session scheduled before the first lesson. As observed, most students get to school early

voluntarily and start reading on their own initiative. During the USSR session, students are generally engaged in reading attentively in the company of the Class Teachers. However, they are provided with limited opportunities to share their reading experiences. At present, the whole-school reading programme basically focuses on the number of books students read. More opportunities could be provided for students to share their reading experiences and broaden their scope of reading. More collaborative efforts should be made by the teacher-librarian, language teachers and subject teachers to promote Reading to Learn and Reading across the Curriculum.

3.7.3   The development of STEM education is moving in the right direction this school year. The focus of STEM projects is properly shifted from having students learn to design and make designated products step-by-step to strengthening their ability to integrate and apply knowledge and skills across subjects as well as developing their problem solving skills. The STEM projects also appropriately provide students with the opportunities to improve real-life situations. Student performance in the learning process and deliverables of the STEM projects are assessed. Steered by the Cross-subject Curriculum Development Committee, the STEM projects are closely connected with the learning elements of the school-based Science curriculum, such as water cycle, solar system and simple machines. A more thoughtful curriculum mapping with the learning elements from other related subjects is necessary for facilitating the learning and assessment in accordance with respective subject knowledge and skills. Other than STEM projects, coding education has been strengthened at the upper primary levels this school year to enhance students' computational thinking. External resources are suitably elicited to enrich students' STEM-related learning experience. There could be more collaboration among subject panels for advancing the development of STEM education, for example, by incorporating the application of coding in STEM projects.

3.8   Lessons are carefully planned with ample opportunities to enhance students' ownership of learning. Students display good use of self-learning strategies in lessons. Teachers' questioning and feedback skills could be enhanced.

3.8.1   Students are attentive in class and show a positive attitude towards learning. With a good teacher and student rapport and teachers' well-timed praise and encouragement, a harmonious and pleasant learning atmosphere prevails in the classroom. Lessons are generally carefully planned, with clear learning objectives and suitable learning activities in place. Teachers are friendly, and their presentation is clear and fluent. Teaching resources such as video clips, mobile learning applications and daily life examples are aptly deployed to arouse students' interest and help them better grasp the learning content. Students, in general, show good command of English and Putonghua

when responding to teachers' questions and interacting with their peers during pair work. In a few lessons, teachers conclude the lesson by providing prompting questions to stimulate students' thinking and reflection in relation to their daily life experiences. As compared to the general approach of restating the learning objectives in other lessons, such good practices could be further promoted to deepen students' learning.

3.8.2　To echo the school's MC of increasing student ownership of learning, teachers are mostly aware of the need to enhance students' engagement in the learning process, for example, through involving them in pre-lesson preparation or learning activities like pair work. In lessons which pre-lesson preparation tasks are assigned, students are accustomed to preparing for lessons through watching video clips, searching for information and setting questions that they would like to explore on the topic. Students are familiar with uploading their preparation work onto e-learning platforms for teachers' and peers' feedback online or in class. In general, the tasks aptly equip students with some prior knowledge for the learning activities in the lessons. Good attempts are made in individual lessons to promote students' self-reflection and peer evaluation by tapping the use of e-learning tools such as mobile apps and tablets. Students are given the opportunities to record and review their performance in the learning activities timely, which is conducive to peer learning and self-improvement. In a few lessons, post-lesson learning tasks are assigned to extend students' learning beyond the class time, which helps stimulate students' thinking and relate what they have learnt to their daily life experiences.

3.8.3　Teachers frequently ask questions to check students' understanding and learning progress throughout the lessons. Only in a few lessons are teachers able to pose questions of different levels to provoke students' higher-order thinking and effective prompting questions to guide students to grasp learning content gradually. They also provide concrete feedback based on students' response and ask further questions to guide students to think deeper.

3.9　Students participate keenly and perform well in various competitions and activities. Their overall academic performance is good.

3.9.1　Students are polite, lively and joyful. During the flag-raising ceremony, students show respect and concentration when the national anthem is played. They are respectful of teachers and one another. They maintain a good relationship with teachers and peers. Senior students are closely connected with their junior counterparts. With a strong sense of belonging to the school, students enjoy their school life. Students are willing to serve and demonstrate commitment to serving others.

3.9.2　The overall academic performance of students is good. Students are fluent and confident in expressing themselves in both English and Putonghua,

demonstrating sound communication skills. Students show great interest in joining a good variety of co-curricular activities, for example, physical, art and cultural activities. They also participate actively in various territory-wide and district competitions. Students perform well in sports, music and speech competitions, in particular swimming, fencing and choral speaking.

4. Suggestions for Improvement

4.1   To enhance the school's continuous development, the P-I-E cycle of the school's self-evaluation should be strengthened, with greater attention paid to the formulation of success criteria with specific learning outcomes in relation to students' learning and development. The school should make good use of qualitative data to complement quantitative data to draw on findings from students' performance for a more thorough and in-depth evaluation of its work. There is also a need for strengthening the professional knowledge and leading roles of the middle managers as well as the collaboration among subject panels and committees to facilitate continuous school advancement.

School Response

The school response on the draft ESR report was received on 6 September 2021. The original text of the school response is incorporated as follows.

和富慈善基金李宗德小學
W F JOSEPH LEE PRIMARY SCHOOL

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Our Ref.: Sch/2021/404

Quality Assurance & School-based Support Division
Education Bureau
Room 1602, 16/F, Crocodile Centre
79 Hoi Yuen Road, Kwun Tong
Kowloon

(Attn: Ms. Chan Lai-wa, Joanne)

31 August 2021

Dear Ms. Chan,

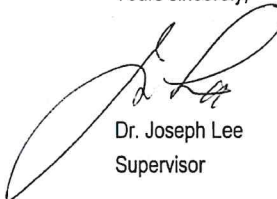**External School Review - Draft Report and School Response**

Thank you for your visit in April 2021, and your appreciation of our efforts in providing quality education. We will keep on nurturing students' self-directed learning habits and skills as well as their ownership of learning and building a language-rich environment conducive to training students to be biliterate and trilingual. We will continue to optimise values cultivation through promoting positive education and character building. Your recognition of the school's emphasis on helping students internalising the target values did confirm and prompt us to strive for our best to nurture students into lifelong learners, wise decision-makers, responsible citizens and moral leaders. The evaluation team also gave constructive feedback which helps the school make advancement. We will be inspired to make the following improvements as recommended:

1. Strengthening of PIE with attention on qualitative success criteria and professional knowledge of middle managers
   a. We will continue to adopt the PIE cycle as a routine practice for whole-school planning. On top of data-driven decision-making and evidence-based practice, more emphasis will be put on students' learning evidence in the evaluation process. We will identify the mechanism in place for subject panels to evaluate the effectiveness of curriculum implementation and make use of different evaluative findings to analyse and keep following up students' performance.
   b. Roles of middle managers will be clearly defined. All middle management members will be involved starting from school commencement, in team planning, subject planning as well as decision making. Further effort will be put into strengthening the supervisory system by engaging new supervisors and delivering supervisory skills training. Middle managers will also be encouraged to participate in relevant professional development programmes organised by the EDB to enhance their leadership skills.

    c. Panel members will be encouraged to study updated curriculum documents, good exemplars and case studies from CDI EDB, discuss lesson observations skills, subject knowledge and pedagogies in the panel. Panel heads will also be supported to participate in sharing sessions provided by the EDB.

2. Strengthening and fostering collaboration among subject panels and committees
    a. Communication between the senior leadership team and middle management committee members will be enhanced through regular MMC meetings.
    b. Platforms will be provided to facilitate quality co-planning meetings of all KLAs where teachers are encouraged to use the evidence-based approach to reflect on learning, teaching and assessment cycle and share good practices across different subject areas.
    c. The school will continue to develop the school into a professional learning community by using different platforms (e.g. Team Planning, lesson observation, homework inspection, etc.) to give feedback to teachers and encourage teachers to discuss and develop skills for professional growth.

3. Enhancing the effectiveness of learning and teaching through catering for learner diversity and curriculum revamp
    a. The school will conduct curriculum mapping exercise led by the PSMCD, as planned in the second year of our 3-year School Development Plan. To provide students with ample opportunities to apply skills acquired in different subjects, the school will identify themes and topics for cross-subject collaborative learning.
    b. Students will continue to be nurtured to think systematically, to be open minded and critical thinkers. To further develop students' higher order thinking skills, we will introduce RaC activities that include simple research, inquiry, analysis, discussion and various reading skills and strategies and text types incorporated at different levels.
    c. To develop student ownership of learning, self and peer evaluation checklists will be utilised for students to reflect on each learning and teaching modules. Teachers will guide students to set their learning goals and let them know explicitly the success criteria in daily classroom learning and teaching.
    d. The school will continue to cater for individual diversity in class, address needs of both groups of students with low ability and higher ability through assessment strategies, a range of higher order questioning skills and identifying core elements in learning.

Thank you again for the invaluable advice of the external school review team. We appreciate your efforts to enlighten us with a clear roadmap to further advance the school. We are all dedicated to providing quality education for our students.

Yours sincerely,

Dr. Joseph Lee
Supervisor