

# **External School Review Report Concluding Chapter**

## **Henrietta Secondary 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

Upholding the mission of Christian education, the school is dedicated to promoting self-directed learning and fostering students' development of positive values in life. The development directions meet students' learning and development needs. The school management manages to take up professional leadership in steering teachers to evaluate work effectiveness and monitoring the implementation of measures through regular meetings. The school curriculum has generally covered the six aspects of development. Students' generic skills are developed through different learning experiences. A caring and positive campus atmosphere has been successfully created. The school promotes values education at the levels of cognition, affection and action in order to cultivate proper values and attitudes in students. Students are empowered to take up challenges through a range of diversified activities. Opportunities are created for them to demonstrate their learning outcomes, facilitating them to unleash their potential and boost their confidence. In recent years, the school has actively incorporated service learning elements in STEAM education and learning activities outside Hong Kong to nurture students to become a caring person and to serve the community. Students are encouraged to reflect on different ways of contribution to the world. The school has adopted various strategies to develop students' reading habit and interest, and strengthen their information literacy. The planning of the work in student support and life planning is effective, providing appropriate support for students of different abilities and needs. Students are humble, courteous, well-disciplined and receptive to learning. They have a strong sense of belonging to the school and are keen to participate in learning activities in and outside the school. Student leaders and helpers are willing to serve their peer and are committed to fulfilling their duties.

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

- The effectiveness of school self-evaluation is satisfactory. The school manages to identify students' needs by making reference to the self-evaluation data. However, the success criteria set are not closely connected with student performance. Holistic planning at the school level should be strengthened. Regarding the major concerns, the targets and expected learning outcomes should be derived in connection with student performance. The school evaluation mostly focuses on the implementation of individual tasks, and student performance is seldom analysed holistically. The school has to make good use of qualitative and quantitative self-evaluation data to review work effectiveness with a focus on students' learning outcomes, so as to inform future planning.

- The school has made steady progress in improving student learning and teaching. The teaching study group has been set up to share good practices with teachers after conducting lesson observation. Building on the existing foundation, the school needs to strengthen teachers' skills in questioning and giving feedback, including widening the range of questions, cultivating students' higher-order thinking capabilities, and providing specific feedback to facilitate students' improvement. Teachers also need to cater for learner diversity in the classroom, including refining the design of group learning activities and arranging reasonably challenging learning tasks for students, in order to enhance classroom learning and teaching effectiveness.