

# **External School Review Report Concluding Chapter**

**Holy Angels Canossian School**

**School Address: 21 Hok Yuen Street, Hung Hom, 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.

# Concluding Chapter

The school is generally able to facilitate continuous development through the self-evaluation cycle. Upholding the spirit of self-improvement, the school has set clear development targets and formulated specific implementation strategies since the last ESR. Teachers also aptly implement the related strategies, working together to carry out the priority tasks. The school makes good use of external resources, including enlisting the support of tertiary institutions to enhance teachers' professional capacity. In response to students' learning and development needs, the school continues to refine curriculum planning. The school management leads subject panels to organise cross-disciplinary learning activities, appropriately providing students with diversified learning experiences, including the provision of the newly-introduced "Integrated Lessons", and optimisation of STEAM education and Reading across the Curriculum. The school also sets up platforms, such as the exhibition for display of student work in project learning, which allow students to apply and present what they have learnt, and bolster their self-directed learning capabilities. Alumnae are keen to contribute to their alma mater while parents actively participate in the parent education activities arranged by the school. The planning of values education is systematic, closely integrating the work of cognition, affection and action by creating a campus atmosphere of positivity and unity, connecting proper values with classroom learning to build students' character, and organically integrating service learning to help students practise benevolence by serving others. All these measures help to cultivate proper values and attitudes in students. Students are humble and polite, and they care for others. They are motivated to learn and attentive in class. In recent years, the school has striven to boost students' interests in joining sports activities and help them build the habit of regular exercise. It also arranges mindfulness activities, promoting students' physical and mental well-being.

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

- Currently, the arrangements and interface between kindergarten and Primary One, as well as between Primary Six and Secondary One, including the assessment policy and activity arrangements outside school days, have not specifically addressed students' abilities and needs. The school has to expedite the review on related work and create space for students, thereby building a solid foundation for their whole-person development.
- The school's development directions are clear with appropriate implementation strategies. Building on this foundation, the school needs to strengthen the evaluation of work effectiveness against student performance at the subject panel

and committee level. As for classroom learning and teaching, teachers should employ diversified learning and teaching strategies, including designing challenging tasks, posing challenging questions and providing more opportunities for exchange and discussion among students to actualise cooperative learning and further extend their abilities.