

External School Review Report Concluding Chapter

Sacred Heart Canossian College

**School Address: LG/F-6/F, 2 Chi Fu Close, Chi Fu Fa Yuen,
Pokfulam, Hong Kong (Excluding Chapel &
Quarters)**

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 rightly adopts a participatory approach in implementing the planning-implementation-evaluation cycle where students' voices are highly respected and valued. The teaching team is dedicated and a learning community is built. With the unceasing support from stakeholders, alumnae in particular, students are provided with rich learning experiences, which fosters their whole-person development. The promotion of values education, with Catholic education at its core, permeates the school curriculum, appropriately integrating the elements of cognition, affection and action within and beyond the classroom. A learning environment conducive to students' moral and spiritual growth is created, filling the campus with peace and tranquility. The culture of passing down the school's well-established tradition of Sacred Heartists has been well preserved through generations. Students are graceful, modest and eager to serve, and they exhibit sincere learning attitudes. They display good communication skills in and outside the classroom with exceptional English language proficiency. Student leaders are actively involved in the formulation of school policies and organisation of various self-initiated activities, fully demonstrating their maturity and outstanding leadership qualities

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

- The school shows commitment in driving its continuous development by taking an initiative to refine its self-evaluation work under the enhanced School Development and Accountability framework. Building on this, the school should set concrete targets with expected student learning outcomes in mind, and conduct a more focused evaluation to better understand the impact of school work on student learning.