

External School Review Report Concluding Chapter

Canossa College

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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

All along, the school has been placing an exceptional emphasis on the character development of students, nurturing them to become Canossians through exhibiting the qualities of “humility, respect, kindness and love” under the Catholic culture. A caring and harmonious atmosphere prevails on campus. Students possess good biliterate and trilingual abilities. They are diligent in learning and caring towards their peers, teachers and the community. The school has made noticeable progress in the use of school self-evaluation data and information to achieve an evidence-based evaluation. Teachers’ full participation and thorough discussion in meetings contribute to consensus over the needs of students and the school’s development directions. Supported by the school sponsoring body and different stakeholders including parents and alumnae, the school implements a series of strategies in accordance with its development plan. The school curriculum offers diverse learning opportunities with pleasing progress achieved in engaging students in learning both in and outside the classroom. Echoing the school’s major concern, good attempts are made to nurture students to be active learners. In the lesson, students are highly attentive and well-engaged in e-learning activities. The school has built a solid foundation in the promotion of values education. Further steps have been taken to encourage students’ participation in the activities related to national education, enhancing their sense of national identity. Students demonstrate humility and self-discipline, show respect for their teachers and maintain good rapport with them.

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

- Some essential learning elements in the junior secondary (JS) curriculum are not adequately covered. The school is advised to conduct a holistic review of the JS curriculum as early as possible so as to lay a solid knowledge foundation for students. At the same time, the school management should step up its monitoring role in curriculum implementation.
- There is room for improvement in the effectiveness of classroom learning and teaching, particularly in catering for learner diversity. The school should employ differentiated strategies, including asking more follow-up and thought-provoking questions in the lesson, to stretch the potential of the more able students.