

# **External School Review Report Concluding Chapter**

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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

Aligning with its mission, educational trends and students' needs, the school has set clear development directions. It makes good use of internal and external resources to implement priority tasks. Parents and alumni support the school's development and work together with the school to nurture students' growth. The school attaches great importance to teachers' professional development, leveraging the mentorship system and various professional development activities to enhance teachers' teaching and classroom management skills. In recent years, the school has actively promoted self-directed learning and life planning education, providing students with diversified learning experiences. It also recommends students to participate in the vocational and professional education programme of the sponsoring body, broadening their further study and career choices. The school's STEAM education aims at nurturing innovative talents, enhancing students' creativity and problem solving skills. The school places much emphasis on students' physical and mental well-being, designing diversified activities to enhance their awareness of well-being. At the same time, it is committed to cultivating students' proper values and attitudes, fostering their care for the community and spirit of serving others through service learning. In terms of national education, the school integrates classroom learning, Mainland exchange programmes and reading activities to enhance students' understanding of Chinese culture and the achievements of our country, strengthening their sense of national identity. Students are positive, proactive and courteous to others. They are actively engaged in school activities and eager to participate in community service. They display a sense of belonging to the school.

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

- Regarding its work of self-evaluation, the school has yet to set specific expected learning outcomes for its priority tasks. Some implementation strategies are routine work without addressing the development goals. The school management has to steer their teachers to jointly formulate learning expectations of the students against the development focuses, in order to build team consensus and devise specific implementation strategies. It should also focus on students' performance and conduct a holistic evaluation of work effectiveness to inform planning.
- In classroom learning and teaching, teachers need to enhance their techniques in questioning and giving feedback. Teachers seldom use probing or follow-up questions to guide students to elaborate on their answers, nor do they provide specific feedback on students' weaknesses. The school should make good use of

the existing professional development platform to lead teachers to explore ways to improve classroom questioning and feedback, in order to enhance teaching effectiveness. In addition, the performance of students in the lesson is relatively passive. Teachers could design diversified learning activities and leverage e-learning tools to enhance students' proactiveness in learning.