

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.

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The school management has aspirations for education and leads the school in setting clear development directions, catering to student learning and development needs in an orderly manner, enabling them to feel the care and acceptance of others, and helping them overcome challenges to realise their potential. The school has followed up on the recommendations of the last External School Review, strengthening the leadership and monitoring mechanisms of middle managers, which is conducive to implementing development tasks of subject panels and functional committees. The school makes good use of the collaboration across professions that teachers and specialists work together to enhance the effectiveness of learning and teaching in response to students' needs, demonstrating their team spirit. The school actively creates successful learning experiences for students, providing platforms for them to showcase their learning outcomes, fully realising their potential, which helps develop their self-confidence and enhance their self-esteem. The school continues to promote character education through different activities collaborately organised across subject panels and functional committees, award schemes and community service learning activities, with a strategic approach to helping students establish proper values and attitudes. The school also focuses on developing targeted individualised support plans to ensure that every student receives appropriate care, helping them set and achieve short-term and long-term goals, gradually improving their emotional behaviour, social skills, and academic performance. The school management values teachers' professional development. It organises relevant training activities aligned with the school's development priorities. Channels have also been established to enhance communication between the Incorporated Management Committee and the staff. This is conducive to consensus building among teachers. Students are friendly and they actively participate in activities and competitions in and outside the school. They maintain harmonious relationships with teachers and peers, and engage in school life.

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

- In terms of self-evaluation, the school has yet to fully assess the effectiveness of its work against the targets of its major concerns. The school needs to focus on reviewing student performance against the expected learning outcomes, and make an integrative use of qualitative and quantitative self-evaluation data to triangulate the evaluation, in order to further enhance self-evaluation effectiveness.
- The Personal, Social and Humanities Education and Technology Education Key Learning Areas at the junior secondary level have yet to cover all the core learning

elements. The school should gradually improve the curriculum planning at the junior secondary level to help students build a solid knowledge foundation for a smooth transition with the senior secondary curriculum. In the area of life planning education, the school could build on the current work at the junior secondary level and plan systematically from the upper primary level to facilitate the interface between primary and secondary levels, further aligning with students' personal development needs.