

# **External School Review Report Concluding Chapter**

## **Ma On Shan St. Joseph's Secondary School**

**School Address: 8 Hang Kwong Street, Ma On Shan, Shatin,  
New Territories**

**(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's self-evaluation mechanism is improving. In recent years, it has strengthened the use of self-evaluation data and information to set development focuses that align with students' needs and educational trends. Teachers also demonstrate a spirit of self-improvement. The school enriches students' learning experiences through cross-curricular life-wide learning activities. It promotes national education with a whole-school approach, setting clear objectives to foster students' sense of identity and appreciation of Chinese culture. This enhances their understanding of the country's development and strengthens their sense of belonging. The school is dedicated to promoting STEAM education, enabling students to engage in thoughtfully-designed "hands-on and minds-on" exploration and problem solving activities that cultivate their self-learning and problem solving abilities. The school appropriately utilises external resources to help students understand and practise the "ten virtues of St. Francis of Assisi" through school-based curriculum and service learning. To address students' physical, mental and spiritual needs, the school arranges different activities during lunch breaks, creating a space for relaxation and interaction. It also organises inter-class and teacher-student competitions, which help students build good interpersonal relationships and strengthen their sense of belonging to the school. Students are modest and courteous, showing respect for their teachers and maintaining a good rapport with them. Students enjoy school life and have a serious learning attitude. The school is committed to enhancing students' biliteracy and trilingualism, and students exhibit good language abilities in and outside the classroom.

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

- There is room for improvement in professional leadership. The school management has to strengthen its leading and co-ordinating role. It should formulate a systematic development plan that prioritise key tasks with specific expected learning outcomes based on students' growth and learning needs. The school management should guide teachers in refining the school-based values education curriculum framework, further promoting national security education in the classroom, and reviewing and optimising strategies for promoting reading, so as to enhance the work effectiveness and facilitate students' learning and growth.
- The school's curriculum planning needs to be improved. The school should supplement the missing core learning elements in the junior secondary curriculum to help students build a solid knowledge foundation. It should also include the Extended Part of the senior secondary Mathematics curriculum (Module 1 and

Module 2) in the regular timetable and offer more elective subjects, including Applied Learning courses, to cater for students' diverse learning needs.