

# **External School Review Report Concluding Chapter**

**Newman Catholic College**

**School Address: 2 Cliff Road, Kowloon**

**(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 development directions generally align with students' learning and growth needs. The school management leads the teaching team to promote key development tasks, leveraging external resources to implement various plans, providing students with diversified learning experiences. During this cycle, the school promotes cross-curricular life-wide learning activities and STEAM education to enrich students' knowledge and experiences. The school strives to promote values education and plans different themed weeks throughout the academic year. Through learning in and outside the classroom, the school nurtures students' qualities and good character as "Newmanians". The school cares about students' physical, mental and spiritual well-being, and appropriately arranges physical activities and theme-based learning activities during recess and lunch breaks. It also introduces "Entering mental tranquility" sessions and "Mindfulness" activities to cultivate students' positive emotions and support their balanced development. In line with students' developmental stages, the school suitably structures life planning education to guide students in setting goals and exploring future pathways. Students enjoy participating in a variety of activities and competitions, engaging in their school life. Teachers have established good rapport with students. Student leaders and ambassadors are eager to serve others.

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

- The effectiveness of school self-evaluation is fair. The school has not set expected targets or evaluated the work effectiveness fully against student performance. Since the last External School Review, the school has enhanced the use of data, but it still needs to be student-centred in setting expected learning outcomes. At the same time, the school has to prioritise development work for more focused implementation of the key tasks. It also needs to evaluate the progress and effectiveness of work against expected targets to inform planning and promote the school's continuous development. In addition, the school management's co-ordination and monitoring role should be strengthened to steer subject panels in formulating more specific work plans and devising various measures, thereby fostering synergy and promoting student learning and growth.
- The effectiveness of catering for learner diversity in the classroom needs to be enhanced. Teachers need to strengthen the use of probing or follow-up questions to guide students to deepen their thinking, and employ diversified strategies to address learner diversity. These include optimising the design of group learning activities, and guiding students to explore topics in depth through self-evaluation

and peer evaluation, so as to promote student interaction and peer learning and enhance learning effectiveness.