

# **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

The school formulates its major concerns based on students' needs and development trends in education, leveraging its established culture of professional exchange and external resources to support subject panels and committees in implementing priority tasks, and promote teachers' professional growth. The school emphasises nurturing students' proper values and attitudes through subject curricula and life-wide learning activities, with gratitude, responsibility and respect – the core principles of “Canossians”, as the foundation. National education is aptly centred on Chinese culture, enabling students to develop a sense of national identity and pride through diverse experiential learning activities. The school-based STEAM, physical education and visual arts curricula are distinctively designed, providing students with more hands-on and minds-on learning opportunities and platforms to showcase their talents. These learning experiences help boost their confidence, build self-esteem, and develop potential. The school makes good use of information and data, and offers various career exploration and training opportunities, enabling students to better understand themselves and formulate appropriate pathways for further studies and employment, and broadening their choices. Students are amiable and friendly, showing gratitude towards teachers. They cherish the learning opportunities and activities provided by the school and demonstrate creativity, artistic talents, and a spirit of unity.

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

- The effectiveness of self-evaluation among subject panels and committees needs enhancement. The school should strengthen middle managers' understanding of self-evaluation, enabling them to devise strategies aligned with the targets of the major concerns and appropriately assess student performance, thereby informing school self-evaluation.
- Holistic curriculum planning at the junior secondary level needs refinement. The school should promptly address the missing essential learning elements and improve curriculum planning to help students build a solid knowledge foundation. To enhance learning and teaching effectiveness, the school has to review and establish the medium of instruction appropriate for teaching at the junior secondary level, considering students' abilities and performance in subjects taught in English. In addition, the effectiveness of classroom learning and teaching needs to be enhanced, including teachers' questioning techniques and activity design, to better foster the outcomes of collaborative learning.