

External School Review Report Concluding Chapter

St. Teresa Secondary School

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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's development directions generally align with students' learning and development needs. With appropriate planning, it makes good use of different resources to facilitate student growth and implements the school-based virtue framework through a small-step approach. The school management largely fulfils its role as professional leaders, guiding the teaching team to advance the school's priority tasks, which include fostering students' optimistic and positive attitudes and supporting students with different learning abilities. It also widely gathers teachers' opinions to enhance the communication among the team, strengthening their ownership of the priority tasks. The school creates diversified learning experiences for students, among which the featured school-based art curriculum for mental well-being is developing students' design skills and allowing them to relax and experience calmness. The school places emphasis on promoting values education, integrating proper values such as self-love and love for others into learning both in and outside the classroom. Through rich learning experiences, it effectively cultivates students' pride in their country. The school actively enhances students' physical, mental, and social well-being through four aspects: rest, relaxation, resilience, and interpersonal relationships. In recent years, the school has been dedicated to showcasing students' learning outcomes, gradually building their confidence. The school performs well in STEAM education, fostering students' abilities to integrate and apply their subject knowledge and skills. Students have won multiple individual and group awards in related fields. They are gentle, kind, courteous, caring, and appreciative of their peers. Student leaders and helpers are committed to their roles and 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 yet to be enhanced. The school should set specific targets for its major concerns and focus on evaluating student performance in related areas. It should analyse the impact of priority tasks on students' learning confidence and attitudes, and conduct a holistic review of work effectiveness to enhance the effectiveness of self-evaluation.
- The junior secondary curriculum has not yet fully covered some core learning elements in certain key learning areas, and planning still needs improvement. Based on the curriculum guides prepared by the Curriculum Development Council, subject panels should address the missing content as soon as possible to help students build a solid knowledge foundation and prepare for senior secondary learning. In terms of classroom learning and teaching, teachers need to improve

the design of group activities and enhance their questioning techniques to stimulate students' thinking. Additionally, they should create an English-speaking environment in the classes that English is the medium of instruction to help students use the language for learning.