

External School Review Report Concluding Chapter

Holy Family Canossian College

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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 demonstrates a long tradition of pursuing academic excellence, complemented by increasing attention to pastoral care and student well-being. Its development planning is comprehensive, addressing not only values and mindset but also physical health, self-love and interpersonal relationships. Subject panels and committees implement strategies with concerted effort, often in collaboration with external organisations, while the transparent use of school self-evaluation data supports evidence-based evaluation and timely adjustments. Stakeholder engagement is strong, with alumnae, parents and advisory teams contributing actively. Teachers are dedicated, collaborative and willing to devote additional time to initiating programmes that meet student needs. The school also actively promotes national education and provides diverse learning experiences, strengthening students' empathy, responsibility and national identity. Students benefit from authentic learning contexts that nurture generic skills, positive values, and language proficiency. Students are courteous, engaged, and perform well academically with commendable results in arts, sports and service learning.

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

- Succession planning at both the school management and middle management levels should be stepped up to ensure sustainable development. At present, there is only one vice-principal, and some middle managers shoulder heavy responsibilities. To strengthen the leadership capacity, the school could create assistant head posts in some subject panels and committees, thereby promoting the professional growth of teachers and facilitating distributed leadership.
- While the school has made considerable progress in promoting student well-being through a range of wellness programmes, further effort is needed to foster a healthy lifestyle among students. The school should extend its current work by broadening teachers' professional horizons to enhance their assessment literacy, and by exploring a wider range of strategies in learning and teaching and student support, so as to help students strike a better balance between academic pursuit and personal growth, thereby promoting whole-person development.