

External School Review Report Concluding Chapter

Holy Family Canossian 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.

Concluding Chapter

The school demonstrates a strong spirit of self-improvement. Its decision-making process is transparent and consensus-driven, enabling the setting of a clear and focused direction for development. Making effective use of self-evaluation tools and assessment data, the school management systematically analyses students' needs and formulates student-centred work plans in response to educational trends. The school actively promotes cross-curricular collaboration by integrating school-based STREAM education with values education, and elements of religious studies and history. This creates meaningful learning experiences that enable students to connect their learning across subjects. Through the systematic planning of teachers' professional development activities and the establishment of platforms such as lesson sharing, the school fosters professional exchanges and collaboration among teachers and strives to enhance the effectiveness of learning and teaching. In curriculum planning, the school places emphasis on connecting learning with students' life experiences. A wide range of experiential learning activities is provided to help students apply their learning in authentic contexts, enrich their learning experiences and consolidate their foundational knowledge. In promoting reading, the school actively implements Reading across the Curriculum. Through the use of multimodal reading materials and engaging tasks, students' reading scope is broadened and their reading interest further strengthened. The school makes integrative use of assessment information and data to identify students' performance and development needs in different aspects. This enables the school to provide focused learning support and create room for students' growth, thereby promoting their whole-person development. In addition, the school is committed to promoting values education and national education. Through service learning and life-wide learning activities, students are nurtured to develop proper values, a sense of national identity and an appreciation of Chinese culture. A harmonious and caring campus atmosphere has been successfully cultivated. Students are well-behaved and receptive to learning. They demonstrate respect for teachers and actively engage in learning activities. Their performances in academic, physical and aesthetic activities, and social services, are worthy of recognition.

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

- Teachers' questioning and feedback techniques in the classroom require further enhancement. Teachers should make greater use of questions of different levels, including more challenging and higher-order questions, to stimulate students' thinking and promote deeper inquiry. Teachers should also provide more specific feedback by offering timely prompts based on students' responses to help them clearly understand how to improve. This will further enhance the overall effectiveness of classroom learning and teaching.