

External School Review Report Concluding Chapter

St. Francis of Assisi's College

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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 systematically analyses self-evaluation data and information and, building on its past work, formulates development directions that address students' needs. The school makes flexible use of various resources to develop students' potential and actively provides platforms for them to showcase their achievements, enabling them to realise their strengths and build confidence. Through initiatives such as cross-subject learning circles, peer lesson observations and open classes, the school promotes professional exchange and encourages teachers to jointly explore effective teaching strategies. A culture of sharing has been established among the teaching team. Subject panels and committees work closely together to organise a range of cross-curricular activities, which enables students to integrate and apply subject knowledge and skills in authentic contexts. In recent years, the school has also strengthened collaboration with tertiary institutions to co-design STEAM education activities, with an aim to foster students' innovative thinking. The school has been making steady progress in promoting values education. At the junior secondary level, the school implements a school-based curriculum, "Values Education and Chinese Culture", using life-related contexts to enhance students' moral and affective development. The school also provides rich opportunities for service learning through the establishment of volunteer teams, encouraging students to extend their spirit of caring from the campus to the community, nurturing values such as empathy and benevolence, thereby reflecting the school's motto, "Franciscan Spirit". Students are courteous and receptive. They respect their teachers, care for their peers, actively engage in school activities and competitions, and enjoy school life.

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

- There is still room for enhancing the effectiveness of the school's self-evaluation. The school should formulate clear, focused and prioritised targets for its major concerns of "enhancing students' learning effectiveness" and "nurturing students' proper values", including development focuses related to the promotion of reading. The school should place emphasis on students' actual performance and behavioural changes in evaluating its work, so as to strengthen the use of evaluation findings to inform planning.
- Regarding classroom learning and teaching, the effectiveness of catering for learner diversity needs to be enhanced. Building on the school-based classroom strategy, "See-Think-Wonder", teachers should adjust the teaching pace in a timely manner according to students' performance so as to better support the less motivated or less able students. In addition, the design of group activities should be refined to provide more opportunities for collaboration and discussion, thereby promoting student interaction and peer learning.