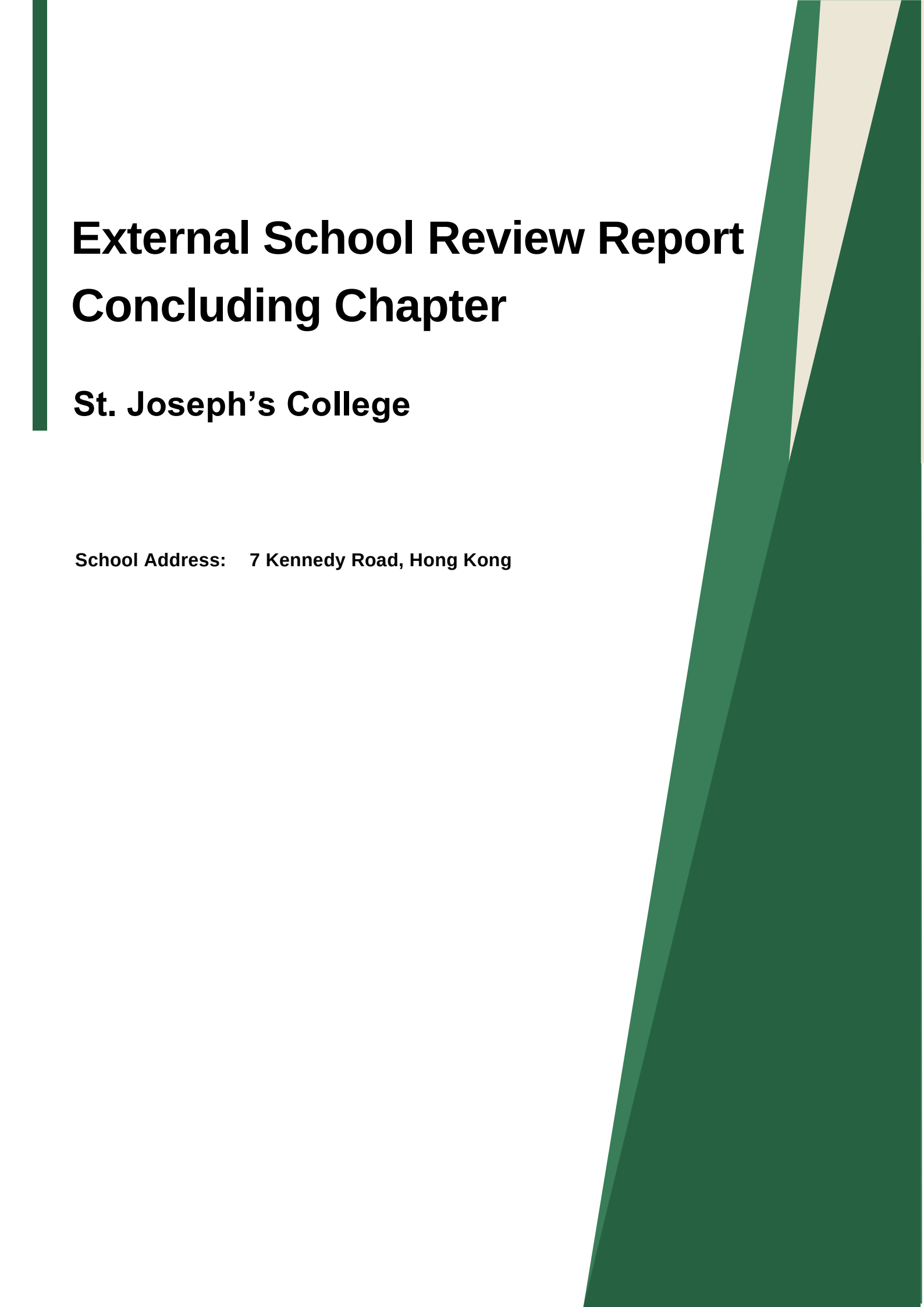




External School Review Report Concluding Chapter

St. Joseph's College

School Address: 7 Kennedy Road, Hong Kong

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 clear, vision-led leadership and a disciplined use of evidence, so that planning and implementation increasingly drive continuous improvement. Self-evaluation is systematic and well supported by the School Data Analysis Team; priorities are well judged, ownership is built through distributed leadership across subject panels and committees, and development foci that have been achieved are embedded in routine practice. The setting of major concerns and development priorities for the current development cycle is clearly articulated with a tighter focus that translates the mission into sharper expected student learning outcomes. Partnerships with the Incorporated Management Committee, parents and alumni provide steady direction and sustained support. Learning provision is rich and purposeful. Life-wide learning, school-based Aesthetic Education lessons and responsive elective choices broaden students' perspectives, with progress in inquiry and information literacy evident in students' work, including data-analysis tasks and research-based projects. Digital learning is developing well, and students both engage in artificial intelligence-supported tasks that require precise prompting, content creation and the evaluation of accuracy and validity, and apply cross-disciplinary knowledge through STEAM projects in authentic contexts. In lessons, structures are clear and students participate with motivation, demonstrating fluent communication through confident use of English. Values education is thoughtfully integrated across subjects, with service learning providing students with meaningful opportunities to enact values, such as empathy, responsibility and respect, and take on leadership roles. The school's work in national education is advanced through thematic modules and cultural activities, deepening students' appreciation of heritage and strengthening their sense of national identity, pride and civic responsibility. Whole-school efforts on well-being, together with progressive life planning education, foster resilience, self-knowledge and clearer aspirations. Students contribute actively to school life, assume leadership with maturity and achieve well in selected activities.

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

- The junior secondary curriculum requires further refinement. While the school has begun reviewing curriculum planning and implementation at the junior secondary level, acceleration is needed to ensure full coverage of the core elements in the Personal, Social and Humanities Education and the Technology Education Key Learning Areas to help students build a firmer foundation for future study.
- Learning and teaching strategies can be further developed to better cater for learner diversity. Given students' generally high ability and strong motivation, teachers are advised to broaden their repertoire of learning and teaching strategies to respond more effectively to diverse needs.