

External School Review Report Concluding Chapter

St. Mary's Canossian School

School Address: 162 Austin Road Kowloon

**(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 has established a solid foundation for development and leverages the collective effort from various stakeholders to advance its growth. The school maintains close communication with its secondary section in order to provide students with coherent twelve-year learning experiences, which are conducive to extending and deepening their learning. The major concerns are specific and concrete, well addressing students' needs. The school management demonstrates professional leadership by conducting clear and strategic holistic planning, monitoring work progress and providing support in a timely manner, resulting in the systematic implementation of development priorities. The school offers a balanced curriculum which promotes whole-person development across the six aspects of development, with deliberate efforts to connect learning in and outside the classroom. Through theme-based learning week activities, STEAM project learning and school-based integrated lessons, authentic contexts are created for students to apply their subject knowledge and develop generic skills. The school has successfully cultivated a strong reading culture, with students showing a keen interest in a wide range of books and actively participating in related activities. The school has established a school-based framework for values education in line with its mission. Through diversified strategies, the school enables the students to effectively implement core values of "gratitude", "respect" and "commitment". It steadily promotes national education, strengthening students' understanding of our country's development and cultivating their sense of national pride. The school also actively enhances students' physical fitness and mental well-being through various measures such as implementing the "Active Students" programme, extending class teacher periods, and offering platforms for students to showcase their talents, thereby fostering their physical, mental and spiritual development. Students are modest, courteous and well-mannered. They are attentive in their learning and demonstrate commendable language proficiency.

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

- There is room for improvement in the effectiveness of classroom learning and teaching. Teachers need to enhance their strategies to cater for learner diversity, including flexibly adjusting the level of difficulty of learning tasks based on students' abilities and incorporating more collaborative elements in group activities. This will help increase opportunities for students of different abilities to participate more actively in lessons.
- The effectiveness of school self-evaluation needs enhancement. As some evaluation relies heavily on the use of quantitative data and teachers' observations, the school should make close reference to the student learning outcomes and conduct a comprehensive evaluation on how related work enhances students' learning effectiveness. This will enable the school to make better use of evaluation findings to facilitate continuous development.