

External School Review Report Concluding Chapter

St. Rose of Lima's 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 is dedicated to promoting the spiritual, intellectual, emotional and physical growth of Rosians. Strong relationships with parents, alumnae and students are conducive to helping the school strive towards this goal. In the current development cycle, student-centred development focuses are formulated to enhance students' ownership of learning, holistic well-being, and sense of social responsibility and national identity. Actively tapping external resources, the school provides students with rich learning experiences that foster their whole-person development. Progress has been made in enhancing students' engagement in learning through effective use of e-learning. Students are diligent and serious about learning. The development of STEAM education is progressing steadily, with students applying design thinking concepts and skills in well-designed project-based learning. Values education is duly implemented in and outside the classroom, with a progressive approach adopted to nurture students' spirit to serve. The promotion of national education has been strengthened through experiential learning. Proper measures are in place to support students' physical and mental wellness. Students enjoy school life, actively participating in activities in and outside the school. With ample opportunities for student-led activities, and a well-established tradition of mentoring between senior and junior secondary students in club management, students' leadership skills are evident.

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

- The effectiveness of school self-evaluation has not been fully realised. The school should set specific targets in terms of expected improvement in students' learning and development, and conduct more in-depth analyses of student performance against the targets to better inform planning. When changes are introduced, the school management and teachers should continue to utilise the increased communication channels to support effective implementation.
- There is room for improvement in classroom learning and teaching effectiveness, particularly in teachers' questioning techniques and the design of peer learning activities. Teachers should adopt a wider variety of questions, and make good use of follow-up questions to deepen students' thinking based on their performance. In pair and group activities, teachers are advised to provide sufficient room for discussion and increase the collaborative elements to maximise the benefits of peer learning.