

External School Review Report Concluding Chapter

Carmel Holy Word Secondary School

School Address: 10 Tai Po Tai Wo Road, New Territories

**(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 management makes every effort to implement various measures to address the development needs of the school. In order to strengthen co-ordination and implementation of relevant tasks, committees of specific functions such as promoting reading, analysing statistics and data have been newly established under the school organisation structure this school year. The school has made steady improvement in self-evaluation in the current development cycle. The targets in the annual school plan have become more focused on student performance when compared with those of the past. The school is able to adjust its strategies according to its development pace. The use of data is more transparent to teachers, which helps enhance their use and understanding of the self-evaluation data. Under the optimisation of the four senior secondary core subjects, the school has made effective use of the lesson time released to create rich learning experiences for students, including “Coffee × Business English”, paper crafting technique, unmanned aircraft, etc. to cater for their diverse learning and development needs. The school has allowed students to exhibit their talent through rendering different opportunities for them to provide service and participate in extra-curricular activities, which helps boost their confidence and foster physical and mental well-being. A harmonious teacher-student rapport has been established and a good parent-school relationship has been maintained. There is a close connection among the school, community and external institutions. The alumni care about school development and contribute to their alma mater in different means. Stakeholders have made concerted efforts in creating an inclusive and caring campus. Students are attentive in lessons and enjoy their rich school life. They are well engaged in different types of activities and competitions and cultivate a strong sense of belonging to the school.

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

- Led by the middle managers, future development of subject panels and committees varies in pace. The school has to enhance co-ordination of curriculum planning and cross-disciplinary collaboration in promoting STEAM education, information literacy and national security education to facilitate students’ attainment of relevant learning objectives for whole-person development through the learning experiences in and outside the classrooms. As such, the school has to continue to strengthen the training of middle managers and help them gain a better understanding of related initiatives in order to foster their leadership in leading the subject panels and committees for improvement.

- In order to enhance classroom learning and teaching effectiveness, teachers have to make good use of the existing professional exchange platform to enhance their questioning techniques. Through different levels of questioning, students could deepen their understanding of the topics and cultivate their higher order thinking skills. The design of group activities should also be improved to help students co-construct knowledge. Besides, subject panels have to explore ways of incorporating values education into the curriculum. They should guide students to naturally connect proper values and attitudes with relevant topics in the classroom.