

External School Review Report Concluding Chapter

Holy Cross Lutheran School

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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

Upholding the educational belief of “All for Children”, the school endeavours to foster students’ balanced development in the six aspects, i.e. spiritual, moral, intellectual, physical, social and aesthetic. Different stakeholders make collaborative efforts to promote students’ whole-person development. The development targets of the school are clear, and specific and continuous progress is observed in its self-evaluation work. The school management is able to make prompt responses to changes, adjust the strategies based on students’ needs in a timely manner, and effectively lead the team to drive the school’s ongoing improvement and development. The school-based Chinese History and Culture curriculum and Spiritual Education lessons are unique and thorough in planning, aptly catering for students’ different learning needs. Teachers provide rich learning experiences for students, aiming to develop their self-directed learning capabilities through creative assignments and project learning, progressively cultivating their generic skills. Parent volunteers ardently support the school in organising activities, and student learning is enhanced through home-school co-operation. Adopting a whole-school approach in a comprehensive manner, the school properly guides the team to promote national education. Related work includes establishing links with sister schools, actively engaging teachers and students in Mainland exchange tours to help them understand the latest development of our country, and providing opportunities for parents to participate in different national education activities, such as parent-child Mainland study tours, so as to facilitate student learning. The work on national education is effective in cultivating a sense of national identity in students. The school thoughtfully creates a positive campus atmosphere and a blissful learning environment, dedicated to fostering students’ physical and mental well-being. The campus is imbued with a caring and harmonious ambience. The school also takes active steps in creating space for students by, for example, scheduling timetabled homework guidance sessions and diversified life-wide learning activities in the afternoon; and designating some Fridays as “No Homework Day” to ensure sufficient room is provided for students to rest and relax, nurturing their healthy development and boosting teacher-student communication and interaction. Students are receptive to learning and attentive in class. They actively participate in learning activities and engage in campus life with enthusiasm. They enjoy reading and have good learning habits.

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

- Despite the different strategies used to cater for learner diversity in the classroom, the effectiveness is not obvious. The school has to guide teachers to strengthen

the support for the passive or less able students, and enhance the collaborative elements in group activities in order to achieve cooperative learning. Teachers also have to employ questioning at different levels and make good use of probing and rephrasing based on students' responses to stimulate their thinking and deepen their understanding of the learning content.

- Currently, some of the work on student development, which is of similar nature, is planned separately by different committees, resulting in duplication of effort. The school should review the implementation of related work in a holistic manner for more systematic co-ordination and integration, and foster collaboration among different committees to create synergies.