

# **External School Review Report Concluding Chapter**

**Valtorta College**

**School Address: Pui Yin Lane, Tai Po, N.T.**

## **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 core values of “Truth”, “Justice”, “Love”, “Family” and “Life” of the Catholic education underpin the ethos and work of Valtorta College, building an atmosphere in which students feel valued and cared for. With the full support from the dedicated teaching force and other stakeholders, the visionary school leaders set clear directions and appropriate strategies for continuous development of the school, such as developing distributed leadership through setting up or restructuring various committees and teams with clearly defined individual and collective responsibilities, and helping students enhance their perseverance and resilience by arranging a range of voluntary work and service learning for them. The school management conscientiously steers and supports the team through the Planning-Implementation-Evaluation cycle, effectively facilitating the school’s self-improvement and ongoing development. Since the last External School Review, the school has endeavoured to improve the effectiveness of learning and teaching in class. Through implementing a set of school-based learning and teaching strategies and building a professional learning community among teachers, the school has made considerable progress in enhancing students’ participation and purposeful interaction in class and developing teachers’ pedagogy over time. In recent years, the school has made remarkable efforts to widen students’ horizons by offering them a wealth of learning experiences and opportunities both in and outside the classroom. Through effective deployment of resources and home-school cooperation, the school takes good care of students’ wellbeing, including offering a wide variety of co-curricular activities to inspire their interests and developing a life planning education framework. Teachers are committed and supportive, working hard to help students acquire the skills and capacity needed to become self-directed and reflective learners for life. Students are well-mannered and have a strong sense of belonging towards the school. They are diligent and self-disciplined, rising to the school’s high expectations of their learning and behaviour.

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

- The school-based learning and teaching strategies of “4P1R” have been widely adopted across subjects, improving to some extent students’ “Preparation” for lessons, “Participation” and “Presentation” in class, and encouraging students’ “Possession” of and “Reflection” on their learning. To better cater for the needs of students with different abilities and facilitate their reflection and improvement, a wider range of questions should be asked and more specific and incisive feedback be offered in lessons, while more consideration could be given to the design of group tasks, ensuring that all students are actively and meaningfully engaged and suitably challenged.