

External School Review Report

Valtorta College

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

Review Period : 27 to 28 February, and 1, 5 and 8 March 2024

**Quality Assurance Division
Education Bureau
July 2024**

Notes on the External School Review Report

1. This report covers the current development of the school and the key External School Review (ESR) findings. Suggestions for improvement are also given for the school's reference and follow-up.
2. The report is intended for the key stakeholders of the school, including members of the Incorporated Management Committee (IMC), teachers, specialist staff, parents and students.
3. The Education Bureau (EDB) will upload the concluding chapter of the ESR reports to the EDB website for public access. The school should also release the content of the report to the key stakeholders by making the ESR report available in the school premises for their easy access. To further enhance transparency, the school is encouraged to upload the report to its homepage.
4. The IMC should lead the school to follow up on the suggestions made in the report, in order to facilitate its self-improvement and enhance its continuous development.

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1. External School Review Methodology

- 1.1 The ESR team conducted the review in February and March 2024 to validate the school self-evaluation (SSE) and its impact on the school’s development. Suggestions are made to facilitate the school’s continuous improvement and development.
- 1.2 The ESR team employed the following methods to understand the situation of the school:
- Scrutiny of documents and data provided by the school before and during the ESR;
 - Observation of 38 lessons taught by 38 teachers;
 - Observation of various school activities, such as the flag-raising ceremony, cycle assembly and morning assemblies, and life-wide learning activities; and
 - Meetings and interviews with the key stakeholders of the school including the school management¹, teachers, parents and students.

2. Current Development of the School

- 2.1 Valtorta College, established in 1976, is a subsidised co-educational secondary school run by the Catholic Diocese of Hong Kong. The school’s vision and mission are “to provide students with an all-round education which includes the aspects of Virtue, Knowledge, Health, Community Spirit, and Aesthetics”, “develop fully students’ potential to be of service to society”, and “spread the Good News of God’s love and help students to discover the real meaning and value of their lives”. It embraces the core values of the Catholic education, namely “Truth”, “Justice”, “Love”, “Family” and “Life”, and aims at equipping students to be future leaders with the Valtortan attributes of “Hardworking”, “Excellent”, “Affectionate”, “Responsible” and “Thoughtful” (“H.E.A.R.T.”).
- 2.2 The class structure approved by the Education Bureau and the number of students² in the current school year are as follows:

Level	S1	S2	S3	S4	S5	S6	Total
Number of Classes	4	4	4	4	4	4	24
Number of Students	127	126	105	117	113	96	684

¹ The school management generally refers to the IMC, school head and deputy heads

² Based on administrative records kept in the Bureau’s information system during the ESR

- 2.3 Since the last ESR in 2011, there have been changes in the school leaders, including the Principal and the two Vice Principals, with the former assuming duties in the 2017/18 school year and the latter in the 2021/22 school year. Around 60% of the teachers have been serving at the school for over 10 years.
- 2.4 The recommendations given in the previous ESR report of March 2011 are: (1) enhancing leadership for sustainable improvement; and (2) enhancing learning and teaching effectiveness.
- 2.5 The major concerns of the school in the previous school development cycle (2019/20 to 2021/22 school years) are: (1) to build a professional learning community; (2) to foster students' positive attitude towards learning and strengthen their skills to maximise their learning potential; and (3) to raise students' sense of achievement and enable them to realise their full potential through different exposures.
- 2.6 The major concerns in the current school development cycle (2022/23 to 2024/25 school years) are: (1) to build a professional learning community; (2) to enhance the effectiveness of learning and teaching by cultivating a reflective mind and adopting task-oriented strategies; and (3) to foster students with positive values and attitudes towards life.

3. External School Review Findings

3.1 Planning-Implementation-Evaluation is well embedded; a strong commitment to continuous improvement is evident at all levels of the school.

3.1.1 The school is dedicated to helping students develop the Valtortan attributes of "H.E.A.R.T." and realise the core values of the Catholic education with the full support from the school sponsoring body (SSB), the IMC and the teaching force. To facilitate students' whole-person development and life-long learning, the school has set clear directions and appropriate priorities for development in the recent two school development cycles, such as those related to positive values and attitudes, healthy lifestyle, and self-directed learning, by taking into account its vision and mission, the latest trends in education and the needs of students. For instance, noticing from survey findings and stakeholders' observations that students' initiative, adaptability and confidence have been affected by the pandemic, the school aims to help students enhance their resilience and live a purposeful life with a range of suitably devised strategies. In addition, heeding the recommendations given in the previous ESR and other inspection reports, the school has made great endeavours to strengthen leadership for continuous development. The setting up or restructuring of various committees, core groups and teams with clearer roles and functions to take care of different aspects of work has brought about

distributed leadership, which not only enhances communication and accountability, but also bolsters ongoing development of the school.

3.1.2 When devising the school development plans, the school builds on the achievements of the major concerns in the previous school development cycle. For example, having systematically incorporated professional development sessions in general staff meetings, among other measures, to strengthen teacher professionalism through continuous training and sharing in the last school development cycle, the school has taken a step further to build a professional learning community among its teachers by putting in place relevant measures, including school-level learning and teaching strategies, regular lesson demonstrations and peer lesson observations, and sharing with other schools, particularly those under the same SSB. When the school draws up the school development plans, there are in-depth discussions within core groups and meetings at different levels, ensuring consensus towards the major concerns and other development focuses. Under the visionary direction from the school management and the leadership of middle managers, strategies are appropriately formulated by subject panels and committees towards the targets and properly carried out by the tenacious efforts of the teaching force, thereby progressively bringing about sustainable leadership across and heightened involvement from different levels of the school since the last ESR.

3.1.3 The school collects evaluation data and information from the Stakeholder Surveys, Assessment Program for Affective and Social Outcomes, school-based questionnaires, students' reflections and observations by teachers and parents, and meticulously analyses the evaluation results with a focus on how its work has impacted students' learning and development, providing feedback for planning and improvement. Taking the annual "Learning and Teaching Survey", which is carried out towards the end of the first school term, as an example, it provides timely feedback to subject panel heads and teachers, who study the findings and refine the existing teaching strategies and learning activities in the second term to improve learning and teaching effectiveness. The introduction of the "reflection" element in the school's major concerns and goals in this school development cycle, including enhancing teachers' professionalism through reflection and nurturing students to become self-directed and reflective learners, also exemplifies the school's spirit of self-evaluation and continuous development.

3.2 A broad curriculum is offered, widening students' horizons through a wealth of learning experiences and opportunities.

3.2.1 To foster students' whole-person development and lifelong learning, the school offers a broad curriculum and a wide variety of activities at both the junior secondary (JS) and senior secondary (SS) levels. Elements of life planning and information literacy are aptly incorporated in learning activities both in and outside the classroom to enhance students' self-

understanding and personal planning and to raise their awareness over the ethical and effective use of information as responsible lifelong learners. At the SS level, besides arranging the “Other Learning Experiences” periods at S4 and offering a range of elective subjects to meet students’ needs and interests under the optimisation of the four SS core subjects, the school provides students with the opportunity to opt for Applied Learning courses after S4. The learning content of Citizenship and Social Development at the SS level and the core elements of Chinese History at the JS level are appropriately covered.

3.2.2 To cater for the diverse needs and abilities of students, subject panels aptly design different types of assignments, in which there are often more challenging questions to extend the learning of the more able students. Self-assessment and peer assessment are also suitably used to guide students to reflect on their learning. The school makes good use of tools like the annual “Learning and Teaching Survey”, and the “Z-score Drop” statistics to facilitate more in-depth analysis of student performance. During the pandemic, the school made special arrangements for cross-boundary students, who could not attend school in person when the borders were closed, to make use of educational apps to participate in class activities and take online real-time assessments, giving them tailor-made assessment reports afterwards to facilitate improvement in their learning. Targeting students’ weaknesses, subject panels carefully analyse internal and external assessment data, reflecting on the effectiveness of the teaching methods employed and devising follow-up measures accordingly, such as teaching students to apply more effective learning strategies.

3.2.3 In line with the context of the school and students’ needs, the school places a strong emphasis on helping students develop language skills and reading habits, actively promoting language across the curriculum and reading across the curriculum (RaC). Different kinds of English activities are organised to help create a language-rich environment for students to learn English. To equip students with wider reading skills and nurture their interest in reading, there are regular reading periods promoting RaC at the JS level, book sharing by authors, teachers and students, and shelves for book crossing around the school campus. With these strategies aptly in place, students’ reading habits and skills are gradually developed. To take this further, the school could help students build up the habits to read for leisure by encouraging them to make more use of the library and online reading resources provided.

3.2.4 STEAM education has been progressively promoted through effective cross-disciplinary collaboration in recent years, nurturing students’ creativity and developing their problem-solving skills in authentic situations through project learning and experiential learning at the JS and SS levels respectively. For example, the JS students engage in STEAM-related project

learning to create products for the needy by following the design cycle. Teachers' assessment and peer evaluation are in place, providing students with timely feedback on their learning. Meanwhile, students prepare a presentation of their final products, focusing on the effective use of the language and presentation skills learnt in English Language lessons. As reflected in the samples of students' work, they are able to create prototypes to cater for the needs of the disabled by integrating the knowledge and skills acquired from different Key Learning Areas (KLAs), like creating a hand-washing system made of waterproof materials for wheelchair users by integrating the knowledge and skills of measurement, electricity and coding. At the SS level, S4 students reconstruct and install mini solar panels onto bus models for sustainability purposes by using tools like tweezers, soldering iron and wire strippers and applying their knowledge of gears and solar energy, successfully making the bus models move under tungsten lighting. Beyond the classroom, students interested or more gifted in STEAM education are encouraged to take part in the Robotic Club or STEAM-related competitions, both local and international, to fully develop their potential. Some of them have won awards in areas like robotics, artificial intelligence and district cooling system. Referring to the learning process and outcomes of students, the school reviews the implementation of STEAM education, enriches the elements of artificial intelligence in its JS Computer curriculum, which is in line with the EDB's policy, and sets aside more time for students to create their prototypes.

3.3 The school-based learning and teaching strategies of “4P1R” are widely adopted across subjects, helping enhance the effectiveness of learning and teaching; to better cater for the needs of students with different abilities, more effective use of questioning and feedback is needed.

3.3.1 In response to the recommendation of the previous ESR, the school came up with specific measures to enhance learning and teaching effectiveness, including catering for learning diversity, in the last school development cycle. Carrying on with the practice of “4P”, meaning the strategies to improve “Preparation”, “Participation”, “Presentation” and “Possession”, and thereby helping students become self-directed learners, the school has added “1R” (the “Reflection” element) to it in the current school development cycle. Teachers have acquired the knowledge and skills of adopting “4P1R” in class through the professional development activities or sharing at staff and subject panel meetings and try to apply the strategies in their teaching.

3.3.2 To help students carry out pre-learning at home and get prepared for the lessons, teachers often assign pre-lesson tasks to them, such as e-reading, video-watching, and preparation for presentations or responses to questions. Teachers check if students have completed the pre-lesson tasks at the beginning of the lesson, but only some are able to connect students' learning outcomes of

the pre-lesson tasks with the learning content of the lesson. Teachers should align pre-lesson tasks with classroom teaching to maximise the effectiveness of the “Preparation” strategy.

3.3.3 Regarding the use of the “Participation” strategy, teachers arrange different learning activities, such as pair or group discussion, role play and oral presentation, and make frequent use of questioning to provide opportunities for students with different abilities to participate in the lesson. As observed, students eagerly take part in the activities and respond to teachers’ questions. Nevertheless, the range of questions asked by teachers is rather narrow, mostly for checking students’ understanding, and teachers generally have yet to make better use of prompts and probes to develop students’ higher order thinking skills. Students are highly attentive and follow teachers’ instructions, demonstrating a positive disposition for learning. They jot notes or put down their ideas with the use of graphic organisers upon teachers’ instructions, and apply knowledge and skills to complete different types of learning activities both on their own and in groups, displaying a considerable sense of agency, or “Possession”, over their learning. Teachers are supportive and encouraging, giving positive and timely responses to students, such as praising their effort or helping them make quick corrections. Teachers’ immediate feedback in the lesson, however, is often not specific or incisive enough to promote students’ reflection. Some teachers facilitate students’ understanding by giving daily life examples that students can connect to, or deploying other means like photos and news clippings. Post-lesson or extended learning tasks are suitably given in some lessons, helping students consolidate, extend and reflect on their learning.

3.3.4 In some of the lessons observed, teachers provide opportunities for students to present their learning outcomes or views in class through individual or group presentations, usually giving brief comments to praise their effort afterwards. When invited, students readily share their views or learning outcomes with their peers in class or on e-learning platforms, communicating fluently in both Chinese and English. In the less effective lessons, however, some of the group tasks are not engaging enough or not clearly structured; as a result, some students choose to complete the group tasks on their own, rather than discussing or working together with their peers. To better cater for the needs of students with different abilities and to facilitate their reflection and improvement, teachers should ask a wider range of questions and give more specific and incisive feedback to students, while coming up with more thoughtfully designed group tasks to elicit purposeful interaction among them and stretch their potential further.

3.4 With a school-based values education framework in place, the school systematically fosters students' positive dispositions and attitudes in and beyond the classroom.

3.4.1 To promote values education through a whole-school approach, the school has developed the "VC Value Education" framework, incorporating the core values of the Catholic education, the Valtortan attributes and the priority values and attitudes advocated by the EDB. Not only are the learning elements of positive values and attitudes, such as care for others, unity and perseverance, properly integrated with relevant learning content of all KLAs or subjects and related co-curricular learning activities, but they are also vibrantly displayed on campus. In light of the negative impact brought by the pandemic, the school focuses on developing students' proactiveness, persistence, resilience and confidence. Through arranging voluntary work and service learning for students, such as famine lunch and the visit to the home for the elderly, the school instils in them the positive attitudes of serving and caring for others, perseverance and resilience. As seen from students' reflections, students have become more understanding and empathetic towards the needs of others and more persevering in face of difficulties. Leadership training is also well in place to develop students' confidence and sense of responsibility. Students take up different posts at the class and school levels to serve their peers and the school respectively. Entrusted to organise some of the activities, student leaders conduct post-activity self-evaluation to strengthen self-reflection for future planning and continuous improvement. As observed, student leaders demonstrate a strong sense of responsibility and take the initiative to plan and organise activities eagerly for their peers.

3.4.2 The school endeavours to promote national education (NE) through classroom learning and life-wide learning activities by adopting a whole-school approach. Making close reference to the "National Education – Event Planning Calendar", it arranges NE-related activities for students, such as "Speech under the Flag" by teachers and students, local visits, Mainland study tours and Sister School activities, fostering a stronger sense of national identity in them. It has also stepped up effort to systematically incorporate the learning elements of national security education into the different subjects of all year levels, with subject panels suitably mapping the learning content with the various major fields of national security. Outside classroom, some subject panels and committees work together in school functions like "Let's ART" exhibitions to deepen students' understanding of and appreciation for the culture or the latest development of our country. Students' reflections and sharing show that they feel proud of our country's exuberant culture and history and for being Chinese. As observed at the flag-raising ceremony, members of the flag-raising team marched in and carried out their duties with vigour and pride, and students remained solemn and respectful throughout the ceremony. After that, when a teacher gave a "Speech under the Flag" regarding the

tremendous development and subsequent rise in the standards of living of our country over the past few decades, students were captivated and listened attentively.

3.5 The school takes good care of students' wellbeing, adopting effective measures to help them lead a healthy and purposeful life.

3.5.1 The school attaches great importance to taking care of students' physical, emotional and spiritual wellbeing after the pandemic, offering an assortment of co-curricular activities to help them develop their interests and lead a healthy lifestyle. It keenly encourages students to regularly participate in physical activities by, for instance, opening up the courtyard for badminton, and setting up treadmills and rowing machines for students to exercise on at lunchtime or after school. Various sports and games, such as golf, Tai Chi and shuttlecocks, are introduced in Physical Education lessons. From observation and students' sharing, students actively take part in and enjoy these activities both during and after the lesson. To improve students' emotional and social wellbeing, teachers maintain close communication with students and parents, and they often lead students to do mindfulness activities during the morning assembly and lesson. Moreover, the school organises class-based activities and inter-class competitions for students regularly, strengthening not only the friendships among students, but also the bonds between teachers and students. As observed, there is an inviting and supportive atmosphere in the school, and the relationships between teachers and students are harmonious and trusting. Fittingly, the school has formulated a homework policy in recent years to regulate and monitor the number of assignments students are given, creating room for them to take rest, enjoy leisure activities, or make other pursuits.

3.5.2 Tying in with the major concern of helping students live a purposeful life, the school has developed a life planning education (LPE) framework to meet the needs of students at different key stages. To enable students to understand themselves better and set their personal goals, elements of the LPE are incorporated into classroom learning and STEAM-related activities. Besides, students learn about the exploration of multiple pathways, the different choices for further studies and careers through activities like university campus tours, job shadowing opportunities provided by alumni or parents, and individual counselling. As revealed in students' reflections and sharing, the LPE activities not only help them understand their own abilities, interests and aptitudes, but also expand their view of future pathways and occupations.

3.6 Students are polite and self-disciplined, enjoying harmonious relationships with their peers and teachers; their overall academic performance is excellent.

3.6.1 Students are well-mannered, self-disciplined, diligent and serious

about their studies. They have a strong sense of belonging to the school, enjoying school life and having harmonious and trusting relationships with their peers and teachers. Student leaders are committed, active and helpful, acting as role models for their peers. They are confident and capable of delivering public speeches fluently at school events.

3.6.2 Students participate in a range of activities in various aspects, including sports, music and arts. They perform well and have won awards in different inter-school competitions, such as the Hong Kong Schools Speech Festival, the Hong Kong Schools Music Festival and the Hong Kong Mathematics Olympiad.

3.6.3 In the past three years, the percentages of students meeting the general entrance requirements for local undergraduate university programmes and sub-degree courses in the Hong Kong Diploma of Secondary Education (HKDSE) Examination were above the territory averages of day school students. Taking into account the S1 intake, the school has attained excellent results in the HKDSE Examination in the past three years.

4. Conclusion and Way Forward

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.

- 4.1 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.

School Response

The school response on the draft ESR report was received on 17 July 2024. The original text of the school response is incorporated as follows.



恩主教書院 VALTORTA COLLEGE

香港新界大埔地質堂 Pui Yin Lane, Tai Po, N.T., Hong Kong
電話 Tel: (852) 2656 0017 傳真 Fax: (852) 2654 6224
電郵 E-mail: valtorta@valtorta.edu.hk 網頁 Homepage: <https://www.valtorta.edu.hk>

16 July 2024

Ms. LIU Wing Chi Vivian, Senior Quality Assurance Officer
Quality Assurance Sections,
Quality Assurance Division, EDB,
Room 1602, Crocodile Center,
79 Hoi Yuen Road, Kwun Tong,
Kowloon,

Dear Ms LIU,

School Response to the Draft External School Review (ESR) Report

Thank you for the your draft ESR Report, which on the one hand affirms the efforts of our students and teachers and on the other hand provides constructive suggestions for improvement.

We are grateful to the ESR team for recognizing our students' excellent academic performance and our teachers' dedication. Your remarks including but not limited to "Students are highly attentive and follow teachers' instructions, demonstrating a positive disposition for learning", "Teachers are supportive and encouraging, giving positive and timely responses to students, such as praising their effort or helping them make quick corrections", "Students are polite and self-disciplined, enjoying harmonious relationships with their peers and teachers; their overall academic performance is excellent" and "Taking into account the S1 intake, the school has attained excellent results in the HKDSE Examination in the past three years" are most encouraging and provide strong motivation for us to move forward. Furthermore, we are in particular appreciative to your recognition of our commitment to instilling the Valtortan attributes of "H.E.A.R.T." together with the five core values of Catholic education which in fact constitute the cornerstone of Valtortan education, with the full support of our School Sponsoring Body, the Incorporated Management Committee and our dedicated teaching staffs.

There are a few areas we would like to particularly emphasize and bring your kind attention to :

1. Our academic programs
Our Mathematics Panel
Our Mathematics tutoring program and Mathematics clinic are specifically designed to support peer learning and academic empowerment amongst students. Better ability students

are encouraged to become Mathematics tutors, this would help them to develop their leadership skills and would foster a collaborative learning environment.

Our Chinese Panel

Through joint lesson preparation and collaboration with external professional organizations, our Chinese subject teachers prepare school-based courses that suit the needs of our students with the purpose of enriching their Chinese language education. The relevant team also participates in the Chinese University's "VR situation writing project" which, through the combination of technology and writing, strengthens the accumulation of writing materials and cultivates observation skills of our students. These enhancements are crucial in the development of the analytical and communicative abilities of our students and equip them with the skills necessary for effective expression and interpretation.

Our English Panel

Exceptional support has been provided to bolster English language learning. The panel has successfully implemented a variety of activities, such as English Busking, English Society activities and Language Across the Curriculum activities, all these help in the building up of a rich English learning environment in the School and encourages practical language use, hence enhancing our students' proficiency and confidence in using English in diverse contexts.

2. Choosing elective subjects in Form 3

We appreciate that choosing elective subjects is a very important decision for our Form 3 students and has great impact in their educational journey and career planning, hence we offer the most extensive range of elective subjects, facilitated by recent optimization in our subject selection mechanism and class arrangement policies. In addition, our collaboration with the career & life planning team provide group counselling to students, helping them to better understand their interests and abilities, hence reducing anxiety and enabling them to make appropriate decisions that will benefit their higher form studies and future careers.

3. Broad Curriculum

Apart from the incorporation of life planning and information literacy in learning activities, financial literacy element is also incorporated :

- (a) Inside the classroom - knowledge of basic personal financial planning is taught in Form 1 Life & Society, Form 3 Commerce and NSS BAFS;
- (b) Outside the classroom - our participation in the Financial Award Scheme organized by EDB and other organizations such as competitions and workshops including online MC competition and IG poster competition etc. further enhance their practical financial skills.

Different subjects also integrate information literacy into their respective learning activities which encompasses our students' abilities to effectively locate, evaluate and utilize

information from a variety of sources and cultivate their research habits.

4. Our Citizenship and Social Development curriculum

Our teachers make good use of the e-learning platforms, interactive teaching methods and life-wide learning activities to strengthen our students' knowledge base and foster essential societal values, hence preparing them to become conscientious citizens in future.

5. Our Form 2 STEAM project

This highlights our forward-thinking approach in education. By integrating critical thinking, problem-solving and technical skills through collaborative and hands-on learning activities that sparks creativity and innovation, this interdisciplinary approach ensures our students are well-prepared for future challenges in this technology era and at the same time allows them to see the practical applications of their studies.

6. Our use of data-driven tools

We make good use of tools such as the "Learning and Teaching Survey" and "Z-score Drop" statistics to formulate instructional strategies that could effectively meet the needs of all students. In order to facilitate their learning progress and at the same time allow them to visualize their changes, our data analysis team prepare students' profiles for every student after each term which show the students their academic progress throughout their secondary school years on each and every subject.

7. Pandemic special arrangements

Apart from cross-boundary students, we also make special arrangements for local students who might be required to self-isolate at home, our teachers would contact them through video communication and guide them along in taking online examinations. This ensures the isolated students also receive fair assessments and have the opportunity to gain progress in learning.

8. Co-curricular Activities Committee (CAC)

Our CAC coordinates the efforts of various internal units, including the school committee, subject panels and extra-curricular activity groups, and external organizations, including the universities and private institutions, in organizing a comprehensive calendar of diverse life-wide learning activities both within the school, into the community and outside Hong Kong. As such, our students are provided with a wide range of opportunities to enhance their whole-person development at different levels and on various platforms. Our CAC ensures that our students can engage in an all-rounded educational experience that goes beyond the traditional classroom setting, thereby offering them a truly holistic and enriching educational journey, combining academic, extracurricular, community-based and

international experiences. This multifaceted approach empowers our students to maximize their potential to become all-rounded, adaptable and globally-minded individuals.

9. Co-class teacher system

Our approach to fostering class identity and community is supported our Co-class teacher system, which significantly enhances teacher-student relationship and help our teachers to build a close rapport with students.

10. Nurturing school environment

We provide excellent support for teachers and students to cultivate a warm and nurturing atmosphere within each class and hence fosters a strong sense of class identity and community. We reckon that a school filled with love, care and encouragement is essential for holistic development of our students.

Notwithstanding the limited resources we have in hand, in particular the very small size of our school, which urge for the grant of the adjacent long-abandoned National Education Center to facilitate extension of our school campus is imminent, as passionate educators, we are committed to excellence.

We are committed to addressing the areas for improvement identified in your review. We are committed to ensuring continual growth and sustained excellence at Valtorta College.

The last but not the least, we extend our deepest gratitude once again for your invaluable feedback and unfailing support, as always.



Yours sincerely,

WOO WAI SEE ALICE
School Supervisor

校外評核報告

總結章節

恩主教書院

學校地址：新界大埔培賢里

(總結章節內容以英文原本為準，中文譯本僅供參考)

校外評核報告總結章節說明

1. 教育局一直按「校情為本，對焦評估」的原則進行校外評核（外評），旨在核實學校自我評估的成效，並為學校提供改善建議。外評報告的內容反映學校於視學期間的表現，學校收到報告後會跟進外評隊伍提供的改善建議，持續優化相關的工作以提升效能，通過自我完善促進學校持續發展。
2. 一如既往，學校須向主要持份者發布外評報告的內容；與此同時，為提高透明度，本局鼓勵學校把整份外評報告上載到學校網頁。
3. 隨着「優化學校發展與問責架構」於 2022 年 11 月推行，為進一步提高學校的透明度和體現學校問責精神，由 2023/24 學年起，教育局會上載外評報告總結章節到本局網頁，以供公眾知悉；亦讓廣大市民通過閱覽不同報告的總結章節，初步了解香港整體的教育質素，包括學校教育現時的優勢和強項，以及需要改善之處。
4. 外評報告總結章節為報告的「章節四——總結與展望」，內容包括校情、學校特色、學校重點工作的主要優點，以及外評隊伍給予學校的改善建議，相關的判斷和建議與整份報告的內容互相呼應。外評報告總結章節篇幅的長短和改善建議的多寡，會因應校情和學校發展需要而略有不同，不宜以此進行比較。

總結章節

學校的工作以天主教教育核心價值：「真理」、「義德」、「愛德」、「家庭」和「生命」為基礎，營造了良好的校風，讓學生在受重視和關顧的校園氛圍下成長。領導層高瞻遠矚，為學校的持續發展制訂明確的方向和適切的策略，如通過設立或重組不同組別，清楚界定各教職員和組別的職責範圍，發展分散式領導，並獲得具熱忱的教師團隊和不同持份者的傾力支持。學校為學生安排一系列的義務工作和服務學習體驗，培養他們堅毅的精神，增強他們的抗逆力。領導層通過「策劃—推行—評估」的自評循環，帶領教師團隊向前邁進，有效促進學校自我完善和持續發展。自上次校外評核以來，學校一直致力提升課堂學與教效能，通過推行校本學與教策略及建立教師專業學習社群，在提高學生課堂參與度、課堂互動，以及發展教師的教學法方面，取得了長足的進步。學校近年致力拓寬學生的視野，在課堂內外為他們提供豐富的學習經歷和機會；又藉着有效的資源調配和家校合作，照顧學生的身心健康，包括安排多樣化的聯課活動以激發學生的興趣，以及建立生涯規劃教育框架。教師盡忠職守，積極為學生裝備終身學習所需的技能，培養他們成為具反思能力的自主學習者。學生彬彬有禮，對學校有濃厚的歸屬感；他們勤奮自律，能達到學校對他們在品學上的高度期許。

展望未來，學校需要參考以下建議，以自我完善，促進學校持續發展。

- 各個科目廣泛採用校本學與教策略「4P1R」，一定程度上提升了學生在「課前備課」（Preparation）、「課堂參與」（Participation）和「課堂展現」（Presentation）方面的表現；同時能鼓勵學生「反思」（Reflection）自己的學習，增加他們對學習的「擁有感」（Possession）。為了更好地照顧不同能力學生的需要，進一步促進他們反思和改善自己的學習，教師宜在課堂上提出更多元的提問，以及提供更具體和深入的回饋，並可多考量小組任務的設計，確保所有學生都主動參與其中，接受適當的挑戰。