

External School Review Report Concluding Chapter

The Mental Health Association of Hong Kong – Cornwall 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

In recent years, the school has optimised its administrative structure and strengthened leadership at various levels, promoting cross-domain collaboration. The school actively participates in learning circles and school-based support programmes, providing students with broad and balanced learning experiences, and supporting the learning needs of non-Chinese speaking students, thereby deepening its inclusive culture. Subject learning content appropriately infuses more Chinese culture elements, and interactive theatre activities have been thoughtfully designed to connect national security education in an interesting manner. The school is committed to promoting STEAM education activities for all students, tailoring the learning content to align with students' life experiences and cognitive abilities to enrich their learning experiences. The school makes good use of diversified teaching strategies, effectively increasing opportunities for students to communicate and express themselves, fostering their ability to take ownership of learning, and enhancing motivation for life exploration. The school is dedicated to nurturing students' physical, mental and social well-being, cultivating proper values and attitudes in them. Through different initiatives such as reading "healing stories", students learn the skills for managing their emotions and prepare for future transitions after leaving school. Students are emotionally stable, modest, and receptive, demonstrating good learning motivation.

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

- The effectiveness of the school's self-evaluation is generally satisfactory, but some development targets are rather broad. The school management needs to set clear development directions at the school level and improve the understanding among subject and committee members to promote synergy and enhance work effectiveness. Success criteria should align with student learning outcomes, and school-level reviews should be strengthened to comprehensively evaluate work effectiveness.