

External School Review Report Concluding Chapter

Haven of Hope Sunnyside School

**School Address: 301 Anderson Road, Tseung Kwan O,
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.

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Upholding the student-centred principle, the school is generally able to formulate appropriate development directions by reviewing its self-evaluation data, while taking into account students' needs and educational trends. The school management promotes professional growth among staff through a variety of professional development activities and cross-professional exchanges. In recent years, the school has actively promoted e-assignments, which not only extends students' learning at home, but also enables them to receive feedback from subject teachers. Additionally, the "open campus" policy allows parents to provide daily support and participate in learning activities both in and outside the classroom. This not only fosters communication and trust among the school, the boarding section and parents, but also gradually enhances their skills and confidence in caring for their children. Besides, in alignment with the school's development direction, the boarding section purposefully increases multi-sensory activities, sports activities and leisure periods, and extends classroom learning to boarding life. By effectively leveraging both internal and external resources, the school provides students with professional medical support, and enriches their learning experiences to broaden their horizons. Various service positions have been established to cultivate students' sense of responsibility and commitment. In the classroom, teachers employ diverse strategies to enhance students' attentiveness and engagement; after school, the school strategically encourages students to take part in sports activities to maintain their physical and mental well-being. Students are friendly, receptive to teaching, emotionally stable and keen to interact with others. They get along well with teachers and peers.

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

- The effectiveness of professional leadership should be further enhanced. The school management should lead the team in implementing priority tasks and assist them in gaining a clearer and more consistent understanding of the evaluation work to further optimise overall work effectiveness. Meanwhile, timely monitoring and support should be provided to ensure continuous improvement of the related tasks.
- There is a room for improvement in the curriculum planning and assessment. Curriculum leaders need to continuously refine the overall curriculum planning with reference to students' abilities and needs, ensuring the breadth and balance of the curriculum. They should also strengthen the integration of assignments with subject-specific elements, identify students' learning difficulties and take follow-up actions, thereby providing appropriate feedback to inform learning and teaching.