

School No.: 231347

Quality Review Report (Translated Version)

Sun Island English Kindergarten (Kwai Hing Branch)

2/F & 3/F, Sun Kwai Hing Gardens, Kwai Chung, New Territories

22, 23 & 25 October 2019

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region (2020)

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Dates of Quality Review: 22, 23 & 25 October 2019

School met the standards of Quality Review

School did not meet the standards of Quality Review

School Performance

1. Promoting Continuous Development of School

- 1.1 The school maintains close communication with the sponsoring body. It also reviews the curriculum design and arrangement as well as refines the administrative work together with other schools of the sponsoring body in order to improve the school quality. The management allocates work according to teachers' abilities and interests, while supporting teachers by means of different channels such as meetings and individual interviews. The school has various working guidelines in place to help staff grasp the work requirements so as to ensure the smooth daily operation. In addition, the management arranges staff to attend external training and internally provides teachers with the opportunities to observe lessons and exchange views, so as to enhance their professional level. The teaching team is stable. Team members are able to discharge their duties suitably and collaborate well with one another. They share the common vision of facilitating children's learning and strive to apply what they have learnt in order to promote the sustainable development of the school.
- 1.2 The management consents to the rationale of school self-evaluation (SSE) and leads the team to review the effectiveness of their daily work. In recent years, the school has set the cultivation of children's learning attitude in active exploration as its development direction. It arranges training for teachers to master the teaching method of using play as the strategy. In tandem, it implements related parent education in the hope of optimising children's growth and development through home-school coordination. The preliminary results of the plan have already been observed. This year, the school regards refining the policy on the assessment of child learning experiences as its major concern, so that the assessment information can reflect children's learning progress more effectively. The teaching team shares the implementation details of the plan through regular meetings and revises the strategies in a timely manner, as such the plan has been implemented smoothly.
- 1.3 The school creates an accepting and inclusive culture on the campus. It caters for children's differences in the pace of learning and development. Meanwhile, it

capitalises on community resources and services so as to provide support to children in need and their parents. The school has set facilitating non-Chinese speaking (NCS) children's Chinese learning as the major concern in recent years. It makes use of various teaching strategies to enhance children's learning motivation and interests. The school attaches great importance to home-school collaboration. It follows up the recommendations of the previous Quality Review (QR) in developing partnership with parents. It also arranges thematic seminars and lesson observation for parents, as well as organises the parent volunteer team. Parents are pleased to participate in school activities. They identify with and support the school.

2. Learning and Teaching

- 2.1 The school takes the curriculum outline of the sponsoring body as the blueprint to design an integrated school-based curriculum by using a thematic approach. The curriculum is comprehensive. It covers all learning areas and includes the cultivation of children's attitudes and values as well as the acquisition of skills and knowledge. The school pays attention to the needs of NCS children. It designs language activities in an interesting and real-life manner along with appropriate language environment, enabling NCS children to learn Chinese through play. The school also arranges various visits and festive activities to enrich children's learning experiences. The school follows up the recommendations of the previous QR and improves the arrangement of the daily schedule continuously, so as to provide sufficient time for children of the half-day classes to engage in music, physical, art and free choice activities. However, the school must take note of the activity arrangement for children of the whole-day classes by making sure that they can also enjoy balanced learning experiences on a daily basis. In recent years, the school has been actively examining its curriculum with other schools of the sponsoring body. It takes follow-up actions such as formulating clear homework policies and revising the practices for child assessment, and they are on the right track. Building on the foundation, the school may still review the content in the learning area of Language and Early Childhood Mathematics, ensuring that the selection of materials and planning of teaching progress meet children's abilities and needs. In this regard, the appropriateness of the curriculum can be reinforced in an ongoing manner.
- 2.2 The school has established a curriculum management mechanism. Teachers discuss the teaching themes and design various activities collaboratively. They reflect on their teaching earnestly, and conclude what they have gained in the reviews after

completion of a theme, so as to follow up promptly and report to the management and sponsoring body afterwards. The management understands the curriculum implementation and provides teachers with support or suggestions through classroom walkthroughs, scrutinising curriculum documents and participating in class activities. The teaching team develops the culture of exchange and collaboration, upholding the spirit of trying readily and pursuing progress by continuous learning. On this basis, the management should further demonstrate its role of curriculum leadership by leading all teachers to conduct focused professional exchange and sharing, clarifying the teaching objectives and strategies as well as reflecting on the design and arrangement of teaching from children's performance, thereby enhancing teachers' professional level continuously.

- 2.3 This year, the school actively reviews the policy on the assessment of child learning experiences and consolidates various assessment tools with other schools of the sponsoring body. The school formulates the assessment guidelines and criteria, during the process, it widely considers and accepts the views from teachers. For example, it understands children's general learning phenomenon in different areas, so as to keep improving the planning of the assessment of child learning experiences. The school reviews children's performance in different learning areas by means of thematic assessment, so as to show children's daily learning and development progress more effectively. Parents can then follow up children's needs with reference to the assessment information. Besides, the school develops learning portfolios for children to maintain records of various assessment information as evidence of children's growth. In addition to the thematic assessment, observation records of children and highlights of their daily activities are included in the portfolios. The school invites parents to provide feedback to their children's learning, while teachers guide children to recount briefly on their work and performance, so as to understand children's development in multiple perspectives. Every school term, the school summarises children's learning and records their development in different stages. The school may use the assessment information more effectively as the basis for identifying learner diversity and reviewing the overall curriculum.
- 2.4 The school cares about NCS children's needs. It launches a trial-run in K2 classes by bringing in appropriate story books to facilitate NCS children in learning Chinese, with the aim of helping them listen to and speak Chinese more often, so as to encourage them to communicate in the language. When teaching NCS children of

different grade levels, teachers make use of suitable strategies to guide their learning with concrete and real-life activities, bringing about good results. The school strengthens the Chinese learning environment in the classrooms by placing more theme-related Chinese books and teaching aids. It also arranges teachers to communicate and play with NCS children in Chinese during free choice sessions. As observed, NCS children show interest in learning Chinese and are keen on applying their learning. They have good interaction with teachers and peers and show an active attitude during language play activities.

- 2.5 Last school year, the school took cultivating children's learning attitude in active exploration as the major concern. It arranges training to encourage teachers to add play elements when planning learning activities. The team is pleased to try and design different games actively. Building on the foundation, the school is advised to focus on its objective of cultivating children's learning attitude in active exploration by reviewing the current teaching content, corner set-up, etc., while adjusting the teaching design and arrangement flexibly when necessary. Such arrangements enable children to share and exchange their views with peers more often and discover knowledge through free exploration, thereby enhancing children's opportunities to learn on their own initiative and boosting their confidence.
- 2.6 The school offers sufficient space for children to engage in various activities. It sets up an outdoor play area for children to have physical activities to relax their bodies and minds. The decorations and books in the classrooms tie in with the themes, while different learning corners are set up with diversified materials, teaching aids and toys for children to take part in free choice activities. The school may continue to take children's performance during free choice activities as the basis for reviews and make the activities more appealing, so as to enhance the effectiveness of children's learning and develop their learning spirit in self-directed exploration.
- 2.7 Teachers teach prudently and are well-prepared for their lessons. They use pictures, teaching aids, hand puppets, etc., to assist in their teaching and catch children's attention. Teachers care about children. They encourage children's good behaviour and performance through commendation. Teachers are advised to use open-ended questions more frequently to stimulate children's thinking. They may also provide ample time for children to express their thoughts and share their experience. Children are engaged in various learning activities. NCS children and Chinese speaking ones get along well and enjoy a joyful school life. Children observe rules and show courtesy. They pack their items and quilts of their own

accord and are eager to help peers, displaying good self-care abilities as well as social development.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The school has set up the SSE mechanism. The team is able to review the implementation of various work. Under this foundation, the management is required to lead the team to analyse the SSE results to formulate development plans with clear objectives. It should also make careful planning on the related implementation strategies, while devising concrete success criteria for different work and reviewing the effectiveness of the plan based on children's performance.
- 3.2 The management should strengthen the role of curriculum leadership in order to steer teachers to engage in focused professional exchange and sharing. It is also necessary to tie in with children's learning and developmental needs by adjusting or refining the teaching design and arrangement. The school may strengthen the environment set-up by designing more fun-filled and real-life exploratory activities according to the thematic learning content, so that children can extend their learning when they engage in those activities, and thereby facilitate their ability in self-directed learning.