

School No.: 231010

Quality Review Report (Translated Version)

Sun Island English Kindergarten (Yuen Long Branch)

**Shop L3, Level 3, Yoho Mall II, 8 Long Yat Road,
Yuen Long, New Territories**

25, 26, 27 & 29 October 2021

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region (2022)

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Dates of Quality Review: 25, 26, 27 & 29 October 2021

- 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 liaison with kindergartens under the same sponsoring body. They work together to plan the curriculum, organise joint-school activities and handle administrative work, which is conducive to the sharing of resources. The school arranges teachers to take part in different training activities including school-based and joint-school training, and visits to the affiliated schools, for teachers to learn from one another with a view to facilitating their professional development. The management is familiar with the school's operation. It is willing to listen to the views of teachers and allocates the duties according to their strengths. The school has set out different guidelines for teachers' reference so as to help them handle daily operation matters. Teachers discharge their respective duties properly and collaborate with each other to contribute to a harmonious work environment. The school consents to the rationale of school self-evaluation (SSE) and has put in place an SSE mechanism. The teaching team reviews the work in different areas and the implementation of major concerns, and discusses the school's focuses of future development together. In recent years, the school has considered strengthening moral education and enhancing the ability of non-Chinese speaking (NCS) children in learning Chinese as its major concerns. It is able to address the needs of children and tap external resources to implement the plan in a step-by-step manner.
- 1.2 The school caters for children's different needs. It has a clear mechanism to identify children with special needs and taps external resources to provide children with referral services and suitable support. The school maintains communication with parents through different channels to let parents understand their children's school life, which is conducive to supporting children's growth with the concerted efforts of the school and parents. The school puts emphasis on parent education. It arranges seminars and workshops for parents to enhance their parenting skills, so as to strengthen their competence in parenting. The school has followed up the

recommendations related to parent education in the previous Quality Review. It strengthens the support for NCS parents, such as organising Chinese courses, parent support groups, etc. It collects parents' feedback after activities for the sake of improving the arrangements. The school also holds cultural exchange activities for NCS families and Chinese speaking families to facilitate them to know, accept and respect each other, thereby creating an inclusive school culture.

2. Learning and Teaching

- 2.1 With reference to the curriculum outline of the sponsoring body, the school designs an integrated curriculum using themes related to children's life experiences. It arranges different visits and festive activities to enrich children's learning experiences. As regards the daily schedule, the school provides adequate opportunities for children to engage in music, physical, art and free choice activities every day in order to facilitate their active learning and balanced development. In general, the curriculum is comprehensive and covers all learning areas, which can help children cultivate positive values and attitudes, construct knowledge and develop skills. Nevertheless, some learning content and homework on language and early childhood mathematics for K3 children is rather difficult and so is the learning content of the kindergarten-primary transition activities. In addition, the amount of copying in some homework for K2 and K3 children is relatively excessive. The school should review the curriculum and homework arrangements, and cancel those inappropriate parts in order to meet the abilities and developmental needs of children.
- 2.2 The school assesses children's performance by means of continuous observation. In addition, it develops learning portfolios for children to keep their assessment reports, observation records, artworks and so forth in an orderly manner as evidence of children's growth. The content of thematic assessment aligns with the learning objectives and can reflect children's development in different aspects. The school invites parents to observe children's living habits and attitudes. It also reports children's progress to parents for them to understand children's learning. The school summarises children's learning regularly. However, the content of the assessment items is rather general. Also, the school assesses children's performance in different areas by calculating the average value which cannot fully and accurately reflect children's development in different stages. Therefore, the

approach and content of the summative assessment still need to be improved. Teachers follow up on children's individual needs by making reference to their assessment information. Building on this foundation, the management may lead teachers to collate and analyse children's assessment information in grade and whole-school level with the aim of informing and improving the curriculum.

- 2.3 The school puts in place a curriculum management mechanism. The management coordinates the curriculum. Through lesson observation and scrutiny of curriculum documents, the management understands the teaching practices and hence provides advice to teachers. Teachers discuss the teaching arrangements and the design of corner activities of each grade level. However, the teaching objectives of some activities are not specific enough, the management is advised to strengthen its monitoring and support in respect of the design of teaching activities. Teachers conduct teaching reflection on a regular basis. Most of them review the implementation of activities based on children's performance. Some teachers can give suggestions for improvement on activity arrangements. The school evaluates the overall effectiveness of implementation of thematic activities which serves as reference for revising the curriculum.
- 2.4 In recent years, the school has enhanced moral education. It has set focuses on moral development for children of each grade level, such as being polite, being considerate and helpful, as well as loving oneself and others. It selects relevant stories for children to learn positive values and attitudes. It also encourages children to practise good behaviour in daily life through simple parent-child tasks. Teachers observe children's performance in school and ask parents about their performance at home for making reference when evaluating the plans. As observed, children are obedient and polite. They get along well with others. The plan is implemented in a step-by-step manner. In this school year, the school adds different focuses on moral development and enhances parent education as well. The school may plan different activities in a more systematic manner in order to further enhance the effectiveness of its plan.
- 2.5 The school caters for the diverse needs of children. In this school year, its major concern is enhancing NCS children's ability in learning Chinese. The school joins an external support programme to build up teachers' teaching skills through collaborative lesson planning and lesson observation. It also encourages teachers to communicate with NCS children in Cantonese so as to help them learn Chinese. As observed, when teaching NCS children Chinese, teachers can make use of proper

speaking pace, pictures, body language, etc., to assist children in learning the vocabularies related to the themes. Children enjoy playing games. They follow teachers to repeat the vocabularies during the games. Apart from enabling children to learn theme-related vocabularies, teachers are advised to provide more opportunities for NCS children to express in Cantonese. With the development of the plan, the school may continue to review the content of the existing school-based curriculum and consolidate the experience gained from the plan, thereby facilitating NCS children to learn Chinese more effectively.

2.6 The school campus is comfortable and bright. Teachers make good use of the space to display children's work in school, which is conducive to children's appreciation for each other. The school sets up corner activities in classrooms and near the corridors to increase space for children to play. Sufficient materials are available in the corners. Teachers arrange manipulative and theme-related activities to extend children's learning. Children are familiar with the rules of the activities. They are free to choose to play in different corners. Children are attentive and engaged in activities. They get along well with peers. They like block building games and use various recyclable materials to create items, displaying their creativity. Teachers are suggested planning activities flexibly according to the goals of exploration in an attempt to guide children to observe and solve problems, thereby inspiring their exploratory spirit. Teachers design activities on the walls of the classrooms for children to revise the learning content, but the design is rather tedious. Teachers are recommended to design diversified activities to attract children to play. They may also arrange cooperative play to promote children to learn through interaction. Teachers observe children's performance and provide guidance. They respect children's ways of play. Some teachers even encourage children to make more attempts. Teachers may play with children more often and inspire them in a timely manner. In addition, teachers may invite children to share their experiences and feelings after activities with the aim of helping them conclude what they have learnt and extend their experiences.

2.7 Teachers are kind and amiable. They listen to children's views patiently. They cater for the different needs of children and provide support during activities. They also use visual cue cards to remind children to be attentive. Teachers are serious and well-prepared in teaching. They make good use of pictures, video clips, hand puppets, etc., to help children understand the learning content. Teachers arrange different activities for children. However, the queuing time for children in certain

activities is rather long, thus affecting children's opportunities for participation and the amount of exercise. Teachers may improve the activity design in order to enhance children's participation, hence strengthening the learning effectiveness. The school promotes reading. Teachers select suitable books and distribute them for children to read. Yet, it is suggested that teachers could allow children to choose books on their own according to their preferences, recommend books to them and encourage them to share the fun of reading, thus creating a reading culture. Children enjoy learning. They have good language expression abilities. Children possess self-care abilities. They are able to tidy up their personal belongings, put on and take off shoes. They are willing to help teachers set up and tidy up corner materials and serve others.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The school agrees with the rationale of SSE. However, it still needs to continue to follow up the recommendations of the previous Quality Review in order to help teachers grasp the SSE skills. The management is advised to lead teachers to consider the needs of different stakeholders from multiple perspectives to set specific task objectives, thereby devising appropriate strategies and success criteria more systematically, which is conducive to implementing the plan and evaluating its effectiveness. Besides, the school may also provide relevant training for teachers and arrange focused peer lesson observation that are related to the major concerns, with a view to further enhancing teachers' professional competence.
- 3.2 The school promotes curriculum development in a progressive manner. The management still needs to strengthen its role of curriculum leader to lead teachers to review the curriculum and homework arrangements, and cancel the inappropriate parts. The school is also required to improve the approach and content of children's summative assessment. Besides, it should lead teachers to make good use of children's assessment information to review the teaching effectiveness in order to continue to improve activity design and teachers' teaching skills, with a view to enhancing the effectiveness of learning and teaching.