

**School No.: 525731**

# **Focus Inspection Report (Translated Version)**

**Sun Island English Kindergarten  
(Sai Kung Branch)**

**Tower 11, G/F, Lakeside Garden, 1 Chui Tong Road,  
Sai Kung, New Territories**

**28 May 2024**

**Kindergarten Inspection Section  
Education Bureau**

## **Notes to the Focus Inspection Report**

This report gives an overview of the school's learning and teaching.

**Education Bureau**  
**The Government of the Hong Kong Special Administrative Region**

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## 1. School Performance

- 1.1 The school makes reference to the *Kindergarten Education Curriculum Guide* and the curriculum outline of the organisation to plan a comprehensive, balanced and integrated curriculum using themes. The curriculum content accommodates children's abilities and needs. The school attaches importance to cultivating the affective and social development of children and guides them to express their feelings and needs in positive ways while learning attitudes of getting along with others. The school arranges activities in the learning modes of whole-class, group and individual. It also provides children with sufficient opportunities to engage in art, physical and free choice activities every day, thus facilitating their balanced development and growth.
- 1.2 The school has actively organised diversified activities in recent years for children to get to know Chinese culture and build a sense of national identity. Teachers assist children in learning traditional virtues through moral story sharing. Children feel the beauty of traditional art in the activities of paper cutting, opera mask painting, shadow play puppet making, etc. In tandem, they understand the inherent propitious beliefs of creating oil paintings of auspicious clouds, clay ruyi sceptres and string bracelets, and send their blessings to family and peers. Children engage in playing Cuju, pitch-pot, Chinese shuttlecock and so forth to experience the fun of folk games and appreciate the traditional culture of the Motherland.
- 1.3 The school has established a mechanism for the assessment of child learning experiences. Teachers set assessment items according to learning objectives and continuously observe and record children's performance in various learning areas. Children's assessment information, activity records, works, etc., are kept in the learning portfolios. Teachers regularly meet with parents and distribute relevant information for parents to understand the learning progress of their child, which is

conducive to fostering children's development. However, the school is required to stipulate explicit criteria for the assessment items so as to assist teachers in grasping children's performance in an objective manner.

1.4 The school premises are spacious and bright with a comfortable learning environment. The school makes good use of its outdoor and indoor play venues to organise different kinds of physical activities for children so that they can build a strong physique through climbing, playing slides, jumping over obstacles and so forth. The school sets up a variety of interest zones in the lobby for children to carry out exploratory activities of their own accord during free choice activities. As observed, children constructed a couch and boundary walls with soft building blocks in the construction zone, and then sat in the area that they created to chat with their peers leisurely. Children immersed themselves into games of the imaginative play zone. Some wore chef hats and simulated cooking food, others held a toy broom for sweeping, and the others played the roles of parents to take care of infants. Meanwhile, children loved playing fishing games, puzzles, wooden bricks, etc., with their peers, or drew different patterns in watercolour on a large cardboard rocket alone. Children were active to learn and had a great time therein.

1.5 Teachers are amiable. They care for children and form a good teacher-child relationship. Teachers utilise real objects as teaching materials and let children observe. They also pose questions to encourage children to respond during games. Teachers may employ follow-up questions to inspire children to think further and express their views. During music activities, children sing while performing movements that align to the lyrics. They play music instruments for accompaniment as well. Teachers are recommended to guide children to feel the rhythms and move rhythmically along the melodies through music games, thus unleashing children's creativity. Children are obedient and polite. They treat

people friendly and are willing to share toys with their peers. Children are able to put things back to the original place swiftly after activities, possessing good self-care abilities.

- 1.6 A mechanism of curriculum coordination, monitoring and review is in place in the school. The management steers teachers to deliberate the content of school-based curriculum and discuss teaching plans and teaching aid design during collaborative lesson planning meetings. By scrutinising teaching documents and having classroom walkthroughs, the management understands the curriculum implementation. It also offers lesson demonstrations and guidance to assist teachers in improving their teaching skills continuously. Teachers conduct reflections regularly and review the arrangements of learning and teaching in light of children's performance. The management is required to lead teachers to conduct reviews by focusing on aspects such as learning objectives and teaching strategies, make concrete suggestions as well as utilising findings from analysis and child assessment information to inform curriculum planning.

## **2. Recommendations for Fostering Sustainable Development of School**

The school has established a mechanism of curriculum coordination, monitoring and review. It is required to stipulate explicit criteria for the assessment items in order to assist teachers in grasping children's performance objectively and analyse relevant information to inform curriculum effectively. It is also necessary for the management to guide teachers to refine the design of music games so that children can exploit their creativity. Moreover, the management is required to assist teachers in strengthening their reflection abilities, lead them to conduct reviews by focusing on learning objectives, teaching strategies and other aspects, and render specific suggestions for improvement with a view to enhancing the effectiveness of learning and teaching in an ongoing manner.