

School No.: 563293

# **Quality Review Report (Translated Version)**

**Hong Kong Young Women's Christian  
Association Tsuen Wan Nursery School**

**4/F, Princess Alexandra Community Centre, Tai Ho Road, Tsuen Wan,  
New Territories**

**18, 19 & 21 April 2023**

**Kindergarten Inspection Section  
Education Bureau**

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

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**Dates of Quality Review: 18, 19 & 21 April 2023**

**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 management joins the joint-school principals' meetings and working groups organised by the organisation to build team synergy, so that the school can receive professional advice and support on different matters, hence promoting its development. The management arranges training for teachers in response to curriculum development, the school's needs and teachers' interests. Teachers share what they have learnt at meetings, apply their acquired skills at work, and discuss the foci of peer lesson observations together to observe and learn from each other, which are conducive to improving their professional competence. The management keeps an open mind. It is willing to communicate with teachers and follows up on their opinions. The teaching team is in harmony and works as one to nurture children's healthy growth.
- 1.2 The school has followed up on the recommendations of the previous Quality Review to improve the content and arrangement of music activities and design a great variety of games for children to experience the pleasure of music activities. The school recognises the rationale of school self-evaluation (SSE). The team reviews the effectiveness of various tasks and sets forth the major concerns collaboratively according to the results of SSE. As children's affective and social development was impaired by the epidemic, the school tied in with the children's development and needs of each grade level, and specified moral foci in the previous school year, thus striving to help children cultivate positive attitudes. In this school year, with the full resumption of face-to-face classes, the school continues the work plan of the previous school year to regard promoting positive education as its major concern. The school brings in external support programmes and makes deployment in various aspects, such as teacher training, curriculum planning and home-school cooperation, to devise appropriate implementation strategies. The plan has attained the expected goals.
- 1.3 The school caters for children's diverse needs wholeheartedly. It has set an

identification and referral mechanism, providing professional support to children with special needs the soonest. The school puts emphasis on parent education and holds talks and workshops regularly to enhance parents' parenting skills. Parents are invited to serve as volunteers to assist the school in carrying out activities so that they can get a grasp of children's learning and deepen their understanding of the school curriculum. The parent-teacher association has been established for years. It helps the school organise activities and reflects parents' views to the school, which is effective in strengthening the home-school liaison.

## **2. Learning and Teaching**

- 2.1 The school makes reference to the teaching packages to design an integrated and comprehensive curriculum aligned with children's life experiences and interests. It offers sufficient opportunities for children to participate in free choice, physical, music and art activities every day, providing children with a balanced learning experience. In tandem, the school organises festival activities and visits that are in line with the themes to encourage children to explore their surroundings and construct knowledge. In recent years, the school is committed to promoting reading. It utilises resources to purchase a wide range of books to broaden children's reading horizons as well as offering different reading experiences, which is beneficial for arousing children's interest in reading. Besides, the school encourages parent-child reading through diversified parent education activities, cultivating good reading habits in children.
- 2.2 The school has been attaching importance to children's moral development. It employs stories and learning activities to develop children's positive values, as well as helping them understand and learn about virtuous behaviour. For the purpose of strengthening moral education, the school planned moral foci for each grade level in accordance with children's developmental needs in the previous school year. Learning content related to moral education was added to the curriculum. Children were encouraged to do good deeds through sharing of moral stories and an award scheme of simple learning tasks. This school year, the school carries on with the relevant work to nurture children's curiosity and concentration in a focused manner. In addition to enlisting external resources, the school creates cartoon characters to represent different virtues to make a deep impression on children. As observed, with the encouragement of teachers and peers, children dared to take up different

challenges. They were engaged in the activities and faced difficulties and setbacks with optimistic and positive attitudes. The school is imbued with caring and support, showing that the plan has achieved the desired results. In order to help children have an initial understanding of their identity as Chinese, the school leverages thematic and festival activities to facilitate children to know about Chinese culture while building a sense of national identity in them through holding the national flag raising ceremony and playing the national anthem.

- 2.3 The school devises the assessment items of child learning experiences based on the learning objectives. The assessment content covers all learning areas and reflects children's development comprehensively. Teachers observe children's performance continuously. They deliberate on the assessment criteria together to achieve objectivity and consistency. In children's learning portfolios, there are children's thematic assessments, artwork, observation records and so forth, showing children's growth from multiple perspectives. Upon this foundation, the school may lead teachers to collate and analyse the assessment information, serving as reference to inform the curriculum planning.
- 2.4 The school has established a mechanism for curriculum monitoring and evaluation. The management leads teachers to plan the curriculum together. The management understands and monitors the curriculum implementation through attending meetings, observing lessons and conducting in-class collaboration, providing teachers with suggestions for improvement so as to enhance the learning and teaching effectiveness. Teachers discuss the learning content, design of interest corners and arrangements of learning activities in the lesson planning meetings. They reflect on the teaching content and the setup of interest corners upon completion of a theme and a school term. Some teachers are able to make specific suggestions in view of children's performance. The reflections serve as reference for revising the curriculum as well. The management is advised to enhance the effectiveness of curriculum evaluation in an ongoing manner, including consolidating and analysing the reflection content to inform the planning of learning and teaching effectively.
- 2.5 The school designs interest corner activities that suit children's interests and abilities. Teachers transform toys into teaching aids for children to consolidate their acquired knowledge through games. Suitable materials are placed in the exploratory corner. Through simple experiments, children use their senses to notice the characteristics of different things and learn about natural phenomena. For instance, K1 children play with torches and dolls in a carton box to explore the changes in light and shadows.

K2 children build paper bridges with different types of paper to test the load-bearing capacity of the bridges while K3 children use natural fertiliser to plant potted plants and observe plant growth. Under teachers' guidance, children try to predict, validate and conduct sensory exploration, displaying their curiosity. There is an array of materials in the creation corner for children to use freely, enticing them to create. Children are very attentive. They try to utilise light weight clay, different types of paints and coloured paper to make artwork, unleashing their creativity.

- 2.6 Teachers speak clearly and in an organised manner. They make good use of photos, dolls and real objects to arouse children's interest in learning while asking questions to stimulate children's thinking and listening to children's responses patiently. Teachers also provide individual guidance and adapt the teaching progress to accommodate the different learning needs of children. Teachers create scenarios for music activities to let children express their emotions by singing and performing rhythmic movements. Furthermore, teachers organise physical activities in consonance with children's abilities and needs. Children can choose the play facilities to carry out activities according to their preferences. However, some play facilities, such as doll house, fail to foster children's gross motor development effectively. Teachers are advised to review the appropriateness of the facilities and design proper activities to enhance children's physical fitness.
- 2.7 Children are courteous to others. They participate in various types of activities actively, listen to teachers' instructions intently and take the initiative to share their life experiences, possessing a positive attitude towards learning. Children's self-care abilities are good as they tidy things up on their own after snack time. They also step forward to help teachers clean the desks, demonstrating their willingness to serve others. Children show their enthusiasm and dedication during activities. They have the courage to solve problems on their own. They care about other's needs and guide peers to complete tasks, displaying favourable affective and social development.

### **3. Recommendations for Enhancing Self-improvement of School**

- 3.1 The school team recognises the rationale of SSE. It continuously evaluates the school work in various areas and formulates development plans according to the school context and children's needs. In recent years, the school has attached great importance to children's moral development. It has deployed implementation

strategies from various aspects and has accomplished achievement. The school is advised to keep making use of the existing, effective SSE mechanism to lead the team in evaluating the effectiveness of the annual plans and reviewing the development direction of the next stage while driving the school forward by revising the strategies aptly.

- 3.2 The school may consolidate the assessment of child learning experiences and utilise the teaching reflections to serve as reference for evaluating the effectiveness of the school work. The management is also required to steer the team in reviewing the physical play facilities to ensure that children have an adequate amount of exercise during the physical activities, thus enhancing the effectiveness of learning and teaching to a further extent.