

School No.: 554383

Quality Review Report (Translated Version)

Agnes Kindergarten (Grandeur Terrace)

**Kindergarten of Grandeur Terrace, Tin Shui Wai, Yuen Long,
New Territories**

10, 11 & 13 June 2025

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region

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Dates of Quality Review: 10, 11 & 13 June 2025

☒ **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 and the affiliated kindergartens of the organisation have regular joint-school meetings to devise and update curriculum information, fostering the sharing of practices and resources. In recent years, there have been personnel changes in the school. The management swiftly gets hold of the school context, and actively leads teachers to adopt play-based teaching strategies for creating joyful learning experiences for children. The management assigns positions according to teachers' experiences, capabilities and preferences while giving timely support and guidance to help teachers grasp their job requirements, thereby ensuring the smooth and orderly school operation. With an open and pragmatic leadership style, the management has built a good relationship with the team to cultivate a harmonious working atmosphere. In tandem, the management values the professional growth of teachers that it encourages them to pursue further studies and share what they have learnt, hence raising the quality of teaching.

1.2 The school adopts a whole-school approach to conduct school self-evaluation (SSE). The management guides teachers to examine the effectiveness of routine work by means of activity review, teaching reflection, stakeholder survey and so forth, and discuss the priority tasks of the coming year. The school regards strengthening the promotion of national education and reading as its major concerns in this school year, aligning with the kindergarten education development trends and children's needs. It makes arrangements in areas such as enhancing teachers' professional competence,

improving the curriculum design and increasing parent participation, and implements the plans in a step-by-step manner.

- 1.3 The school accepts learner diversity, and has a mechanism to identify and provide referral services to children with special needs. The team refers to the suggestions of external professionals for taking care of and assisting in children's learning properly. By telling stories, playing games, etc., teachers help non-Chinese speaking (NCS) children develop confidence and skills in using Cantonese. Meanwhile, activities for cultural inclusion are held to let children learn to appreciate and respect one another. The school arranges primary school visits and invites the graduates to school for sharing to enhance children's understanding of being promoted to primary one. Furthermore, it exchanges ideas with the primary schools in the district on curriculum design and teaching modes and discusses with them the strategies for kindergarten-primary transition so as to extend the confidence and interest of K3 children in learning as well as enabling them to adapt to the new learning stage smoothly. The school follows up on the recommendation of the previous Quality Review to gradually strengthen home-school communication and collaboration. Taking into account parents' views, it organises parent education activities to help them with positive parenting for fostering a harmonious parent-child relationship. Moreover, the school plans lesson observation and parent-child activities relating to the major concerns, which are beneficial for parents to know more about the education rationale of the school, thus supporting and acting in concert with the school's development.

2. Learning and Teaching

- 2.1 Based on the curriculum outline of the organisation and with reference to the teaching packages, the school adopts an integrated approach to design its curriculum of which

the content covers all learning areas. Teachers select themes that centre on children's life experiences and provide children with opportunities to explore freely through play. Teachers also organise extended activities in alignment with the teaching foci, such as asking children to serve as a travel ambassador to introduce the cultural characteristics around the world, make posters to spread the message of ocean protection, and play the role of a pet owner taking care of the pet's living and diet, to consolidate and deepen children's learning through interesting learning experiences. Regarding the daily schedule, the school arranges music, physical, art and free choice activities for children every day, facilitating their balanced development. Nevertheless, the school must cancel the rather difficult homework in language and the in-class listening exercises of K2 and K3 to meet children's abilities and needs.

- 2.2 The school devises the content of the assessment of child learning experiences based on the curriculum objectives. It adopts continuous observation and documentation to keep track of the learning progress of children. Teachers create learning portfolios for children to maintain thematic assessments, observation reports, artworks and other information. They meet with parents at opportune times to explain children's development and renders suggestions for follow-ups as necessary, thus guiding and supporting children with concerted efforts. The school may set explicit assessment criteria to help teachers carry out the assessment work for children in an objective manner.
- 2.3 The management leads teachers to conduct lesson planning and discuss the curriculum content and activity design. It also shares ways and experiences of promoting children's learning through play with teachers to enhance their teaching skills. Through the scrutiny of curriculum documents, classroom walkthroughs, etc., the management understands the daily classroom operation and gives teachers

pedagogical advice aptly. It also guides teachers to perform post-lesson reflection from multiple angles, including the learning objectives, activity design and teaching strategies, and make suggestions for improvement, thereby increasing the efficacy of curriculum review. The school carries out project learning in light of the interest of children to broaden their understanding of the surroundings. Yet, the school is recommended to introduce a more detailed planning, such as coordinating the foci of exploration for each grade level and conducting reviews after project learning, to further boost the effectiveness of the activities.

2.4 In this school year, the school considers strengthening the promotion of national education as one of its priority tasks. Teachers incorporate what they have gained from training into routine art activities to guide children to create artworks and let them experience the beauty of traditional art. Teachers decorate the campus with the artworks to not only foster children's mutual appreciation, but also create a learning environment that is imbued with Chinese artistic vibes. In the meantime, the school strives to design parent-child cultural experiential activities. For instance, parents and children are arranged to visit museums, or make handicrafts like dried flower fans and rattle drums during the art day. Hence home and school join hands to facilitate children's understanding of the development and culture of the Motherland, progressively strengthening their affection for our country. Additionally, the school forms a team of child flag-guards to be responsible for holding the weekly national flag ceremony. When the national anthem is played and sung, all teachers and children stand solemnly facing the flags in a focused and dignified manner, showing their respect for the country and their sense of national identity.

2.5 The school is committed to promoting reading and regards this as another major concern of this school year. Teachers make good use of the time in daily morning

assemblies and before afternoon naps to tell stories to children, which stimulates their interest in reading. A spacious and comfortable reading area is set up in the lobby where reading materials relating to the themes of moral character and festivals are displayed for children to learn proper behaviour through the experiences of the protagonists of the stories as well as understanding traditional custom. A wide range of books are provided in classrooms in accordance with children's preference to attract children to read actively. Children are willing to discuss their discoveries in the books with their peers. They also love to read the picture books recommended by teachers, record the book content in drawings and share with others enthusiastically during review sessions. On the other hand, the school invites parents and children to jointly act out the storyline and create a new ending for enjoying the fun of reading. It holds workshops to disseminate paired reading skills as well to inspire families to build a habit of reading together.

- 2.6 The school utilises the outdoor areas of the premises to grow vegetables and fruits. Under the guidance of teachers, children observe the growth of crops, water them regularly and take good care of them, cultivating a sense of responsibility and the love of nature. Children even take the harvest home to share the achievements and joy of farming with family members. Interest corners that tie in with themes are set up in the school lobby and classrooms, with adequate teaching aids and materials available. In the imaginative play area, children simulate shopping their favourite clothes in shoe stores and boutiques. They pick the right sizes of shoes and garments and try them on, experiencing the shopping process. Children run a bakery together and imitate staff receiving orders, baking and delivering bread, during which they develop their language expression and interpersonal skills. The games in the exploratory area encourage children to explore with their senses. There is a great variety of materials that can be assembled in the construction area

for children to construct freely, unleashing their imagination and creativity. Children often visit the big paintbrush area to draw or make artworks in the art area to show their thoughts and ideas through art creation.

- 2.7 During project learning, teachers use the items that children brought to school as teaching materials to enhance children's engagement. In tandem, teachers tell stories and show real objects to facilitate children's understanding of the learning content. Teachers may increase children's hands-on opportunities so as to arouse their curiosity and let them seek the links between things in the course of active participation. Teachers design music activities that comprise different elements for leading children to express their feelings through singing and rhythmic movements while strengthening their sense of rhythm by tapping musical instruments. In physical activities, teachers guide children to think of ways of play. However, teachers should pay attention to the waiting time for the activities and adjust the grouping strategies and the use of space based on the actual situation to increase the amount of exercise for children to develop their gross motor skills.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The school recognises the SSE rationale and embeds it in daily operation. The school devises major concerns in response to the kindergarten education development trends and children's needs. Yet, the management is required to lead the team to set clear work objectives and appropriate success criteria while conducting a comprehensive review at opportune times to evaluate the effectiveness of the plans in a more effective manner, thereby bringing about a more thorough planning for the development directions of the coming year.
- 3.2 The school must cancel the rather difficult homework in the learning area of language and the in-class listening exercises for K2 and K3 children to meet their abilities.

The management is advised to guide teachers to plan and review project learning so as to strengthen the effectiveness of the activities. Besides, it is necessary for teachers to make timely adjustments to grouping strategies and the use of space of the physical activities in order to increase the amount of exercise for fostering children's gross motor development.