

**School No.: 566047**

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

**Caritas Zonta Club of Hong Kong  
Nursery School**

**G/F, Fu Ming House, Wah Ming Estate, Fanling, New Territories**

**4, 5 & 7 November 2019**

**Kindergarten Inspection Section  
Education Bureau**

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

*This report can be reproduced in part or in whole, but should not be used for any commercial publicity. The original source should be cited when reproducing the report.*

*This English translation is for reference only. In case of discrepancy between the English version and the Chinese version, the Chinese version shall prevail.*

**Dates of Quality Review: 4, 5 & 7 November 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 upholds the mission of the sponsoring body to provide children with appropriate education and care services. The leadership team supports the school in administrative management, staff training and parent education, etc. It also convenes joint-school meetings for the concerted effort to adjust the curriculum design in order to enhance the teaching effectiveness of the school continuously. The management has clear authorities and responsibilities. It articulates the education rationale and development directions of the school to teachers, solicits teachers' views on the school's development with an open attitude, playing a professional leading role to facilitate consensus building of the team for effective discharge of various tasks. Teachers take part in training actively, and they are gradually forming into a learning community to pass on experience for sustaining the development of quality education and care services in an ongoing manner.
- 1.2 The school has developed the school self-evaluation (SSE) mechanism for systematic evidence collection and data analysis, so as to reflect on the work effectiveness from multiple perspectives and map out the work plans in consideration of children's developmental needs as well. The school has followed up the recommendations of the previous Quality Review by improving the arrangement of daily schedule for children to have adequate time for free choice activity. Last school year, the school set promoting play-based teaching and enhancing language activities as the major concerns. It planned the work properly to facilitate children's learning through play and develop their interest in language learning. This school year, the school carries on last year's work on refining language activities to further extend children's interest in language learning. Besides, it sets another major concern to strengthen the moral elements in the curriculum with appropriate teaching materials selected. Parent education activities are also organised to help parents develop children's positive values. The school is able to consider the needs of different stakeholders to determine work strategies. It assesses the effectiveness of the work plans with reference to children's performance so as to inform planning of the next stage. The

school's sustainable development is therefore effectively promoted by the internalised SSE work.

- 1.3 The school upholds the mission of education for all, accepting children of different backgrounds. A mechanism is in place to identify children's learning needs effectively. The school also capitalises on the resources of the sponsoring body and community to support children in need and their families the soonest. The school understands the individual needs of children. Team members often discuss children's situations and closely collaborate with each other to plan appropriate counselling and support services, which is conducive to catering for children's learning needs, physical and psychological development. The school values home-school communication. It holds diversified activities such as lesson observation for parents and parent-child learning to meet parents' needs and help them understand their children's growth and the school curriculum. Parents participate in voluntary services and work of the parent-teacher association actively. They consent to and support the school's mission. They are the partners of the school in promoting school development.

## **2. Learning and Teaching**

- 2.1 With reference to the curriculum outline devised by the sponsoring body and children's abilities, the school designs a comprehensive and appropriate school-based curriculum. The school attaches importance to the cultivation of children's morals, enabling children to learn to care for others and cherish resources through community visits and donation activities. This school year, the school arranges training activities to help teachers strengthen the content of the curriculum in moral education gradually, so as to cultivate in children positive values such as honesty and gratitude. Teachers lead children to participate in project activities according to children's interests, through which children get to know things in daily life from visits, information collection and discussion. The school arranges whole-class, group and individual learning activities for children while providing them with adequate time for music, physical, art and free choice activities to facilitate their affective and balanced development.
- 2.2 The school observes children continuously and records children's learning in a concrete manner in accordance with the objectives of the curriculum. The school conducts comprehensive assessment and objective analysis on children's performance while summarising their development progress in each school term.

Teachers meet with parents every school term to help them understand children's progress and provide them with suggestions to facilitate children's learning. The school is able to make reference to the child assessment information to inform curriculum planning, review the design of learning activities and adjust teaching strategies, thereby enhancing the effectiveness of the curriculum by putting the rationale of SSE into practice.

- 2.3 The management is responsible for coordinating the curriculum. It leads the curriculum team to review the curriculum content of each grade level for the continuous development of a spiral curriculum. The management also monitors the implementation of learning and teaching through classroom walkthroughs and scrutiny of teaching documents while giving teachers teaching advices and guidance. Teachers reflect on their teaching in a timely manner. They can generally give concrete suggestions for improvement, discuss the design of teaching activities and the directions of teacher training together. The school embarks on peer lesson observation again this school year with observation focuses defined for teachers to exchange their views on teaching and pass on good experience, which is conducive to enhancing the professional capacity of the team.
- 2.4 The school promoted learning through play and regarded it as the major concern last school year to encourage children to explore actively in their play process. The team has visited the affiliated schools under the sponsoring body to exchange views and draw on the experience in implementing play while the management has arranged workshops to help teachers enhance their skills in designing environment set-up in classrooms and perform their parts in children's play. From observation, interest corners in the classrooms are set up in an orderly manner with clear labels. Children of each grade level can select teaching aids and toys by themselves according to their learning abilities and needs in the shared classrooms. Teachers make good use of the art and craft work created by parents and children to decorate the campus. It not only allows children to appreciate each other, but also creates a real-life environment for them to engage in role-play activities. Besides, materials of different textures placed in the corners provide children with the opportunities of sensory exploration. Children demonstrate their creativity in constructive play and art creation activities. They also like to invite peers and teachers to play together joyfully. Teachers observe children's performance during activities and intervene in a timely manner to inspire children's learning. At the end of activities, teachers use photos and short videos for conclusion, invite children to share their play

experiences and the creative concepts of their work so as to consolidate their knowledge. The school is able to review the set-up and space utilisation of the classrooms continuously. It has also strengthened teachers' teaching skills by providing them with appropriate training, contributing to the improvement in the teaching effectiveness by adopting play-based strategies.

- 2.5 Another major concern of the school in the last school year was to refine language activities. Teacher representatives were arranged to take part in training and then share what they have learnt with their peers. The team collaborates to design games and music activities in order to boost children's interest in learning English. Teachers explain the rules of games in simple English patiently to help children develop confidence in listening to and using English. Children are eager to participate in language games and happy to interact with teachers. Children use pictures and Chinese words that they have learnt to design chess games. They talk during play and are keen to express their thoughts. Besides, the school recognises the importance of reading to children. Interesting story books are used to encourage children to read and help them understand the stories. The school has purchased more books this year and sorted them systematically based on the genres and levels of difficulty. Hence, children can select books to read with parents according to their preference and abilities. After review, the school takes forward the work plan in this school year by arranging continual external training and internal exchange for teachers to strengthen their skills in conducting language activities.
- 2.6 Teachers provide individual guidance for children and encourage them to help each other, so as to develop their confidence in learning and sense of security. Teachers design teaching aids with different levels of complexity and adjust homework to facilitate children's learning. The campus is filled with caring and inclusive atmosphere with teachers' unfailing care for children. Teachers express clearly and logically to guide children to share their experiences and thoughts in activities. Teachers emphasise on helping children develop routines by giving them encouragement and prompts so as to guide them to observe rules.
- 2.7 Children look forward to taking part in different learning activities. They have good self-care abilities. They clean up teaching aids after finishing activities and pack tableware after meals to keep the environment tidy and clean. Children are friendly. They care about the needs of others and take the initiative to guide peers to use the teaching aids, showing good affective and social development.

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

The school fully demonstrates team spirit, and plans the school-based development work strategically. The team strives for advancement. It reviews the work effectiveness and plans the development focus for the next stage to promote school development through its daily practice of the inter-connected self-evaluation process. The school should continue to adopt strategies such as peer lesson observation to provide teachers with a platform to share teaching skills, so that the professional efforts of the team can be synergised to enhance the teaching effectiveness continuously.