

School No.: 560090

Quality Review Report (Translated Version)

Creative Kindergarten (Sham Wan Towers)

G/F, Sham Wan Towers, 3 Ap Lei Chau Drive, Ap Lei Chau, Hong Kong

11, 12 & 14 February 2025

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region

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: 11, 12 & 14 February 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 maintains close contact with the affiliated kindergartens of the organisation. For example, through joint-school academic affairs and task group meetings, the school and peer schools review the curriculum content and share good experiences together to refine teaching. They also organise large-scale activities in collaboration to capitalise on the resources of each school to enrich children's learning experiences. In response to the personnel changes in recent years, the leadership team has deployed an experienced management to guide the school, which is conducive to team building. The management is willing to communicate with teachers to understand their abilities and preference. It assigns duties appropriately to help newly recruited staff familiarise themselves with the culture of the organisation and grasp the work requirements the soonest. In tandem, the management encourages team members to work collectively and unleash their strengths, promoting the sustainable development of the school.

1.2 Building on a stable school self-evaluation (SSE) mechanism, the school puts the cyclical rationale of planning, implementation and evaluation into practice for continuous advancement or initiating new development. The school has also followed up on the recommendations of the previous Quality Review to improve the arrangement of the assessment of child learning experiences, teaching reviews and so forth to enhance the effectiveness of learning and teaching. The school devises annual major concerns and work plans in alignment with its context. In these two

school years, the school has been striving to equip teachers to nurture children's positive values and attitudes as well as strengthening home-school communication and cooperation. Regarding the implementation strategies, the school considers the needs of stakeholders to make deployment in various aspects appropriately, such as teacher training, child activities and parent education, and lays down implementation measures for different stages. Team members put effort into practising what they have learnt that they extend the priority tasks from the pilot activities of K2 and K3 to the daily teaching of each grade level in an orderly manner so as to enhance the effectiveness of the plans.

- 1.3 There are suitable measures in the school to cater for children's diverse needs. Such measures include holding parents' meetings and parent-child activities to help newly admitted children adapt to school life alongside parents, and assigning teachers to provide in-class individual assistance for non-Chinese speaking (NCS) children to foster their learning. Besides, external resources are utilised to enable children with special needs to receive guidance services at the earliest possible time, and to organise talks for facilitating parents' awareness and care for the diversity of their children. Meanwhile, the school communicates and liaises with parents proactively. For instance, the school has opened the campus since the last school year for parents to drop off and pick up their children in classrooms daily, hence increasing parents' understanding of the learning environment of children and communication with teachers. To tie in with the major concern of this school year, the school jointly sets personal growth goals for children with parents, working hand in hand to nurture children's attitudes of diligence and perseverance. In addition, the parent-teacher association gives advice to the school to coordinate seminars and workshops that suit parents' needs to enrich their child-rearing knowledge and strengthen their competence in parenting.

2. Learning and Teaching

- 2.1 According to the curriculum outline and teaching materials of the organisation, the school takes forward an integrated curriculum using real-life themes. It adapts the teaching content and activity design in view of the school-based needs to foster children's learning and development in all areas. Apart from arranging a balanced daily schedule, the school also organises visits and experiential activities that are in line with themes and festivals. Moreover, it regularly carries out relevant play days and project learning based on the interests and abilities of children, encouraging their active inquisitiveness and exploration through diversified learning modes.
- 2.2 The school adopts continuous observation and documentation, including conducting thematic assessments and analysing children's performance in activities, to grasp their learning progress in various aspects. In recent years, the school has improved the arrangement of the summative assessment to properly reflect children's pace of development. Through different channels such as daily face-to-face communication, monthly liaison in handbooks and parents' day at the end of a school term, teachers let parents understand their children's school life in a timely manner while giving supporting guidance as necessary. Home and school facilitate children's effective learning with concerted efforts.
- 2.3 In respect of curriculum planning, monitoring and evaluation, the management takes part in the lesson planning meetings of each grade level to discuss teaching plans with teachers, keeps track of the implementation and effectiveness of the curriculum through classroom walkthroughs and lesson observation while following up on teachers' post-class reflection and thematic reviews to adjust the teaching content and strategies. Furthermore, the management and the team have adjusted the design and copying arrangement of homework, primary one adaptation activities, etc., in accordance with the recommendations of the previous Quality Review and the joint-

school curriculum committee. However, the school is still required to revise the difficult learning and homework content of K3 in the learning areas of Language and Early Childhood Mathematics in order to meet children's needs. In this school year, the management refines the reflection form and gives individual feedback to teachers to help them examine the effectiveness of different activities and make suggestions for improvement. The management may further lead teachers to review the setup of interest corners as well as evaluating the effectiveness of the major concerns in a focused manner.

- 2.4 In the last school year, the school formed a core group in response to the development focus. It provided training for group members to sharpen their skills in facilitating children's free exploration and review of learning experiences so as to nurture positive values and attitudes in children like self-confidence and courage to attempt. The school first piloted the designed learning activities in K2 and K3. It built better communication and consensus among the team on the relevant strategies through collaborative lesson planning and peer lesson observation. Having accumulated experiences, the school conducts some physical sessions in play mode and fully implements the work in each grade level. In these sessions, teachers provide a wide range of physical equipment for children to choose from and design their own play. Children create various physical play such as balancing and throwing. Alternatively, they keep on adjusting the equipment setup with their peers to complete simple learning tasks. Teachers play the roles of an observer, intervener, participant and so forth during the process to get children engaged in the activities. They also ask questions to inspire children's thinking and imagination. In the review sessions, children are willing to explain and demonstrate their unique ways of play under teachers' guidance, showing self-confidence. Children even take the initiative to share their feelings and new discoveries. Teachers encourage children

to appreciate one another and invite them to discuss the improvement proposals about the difficulties encountered, effectively assisting children in consolidating and extending their learning, along with creating a positive and joyful learning atmosphere.

- 2.5 As the school premises are close to a bay, the decoration of the campus is ocean-themed, increasing children's understanding and their sense of belonging towards the community environment. Teachers meticulously display children's artworks to not only boost children's confidence and sense of satisfaction in creating but also add a splash of colour to the campus. The school allocates its roomy space properly for children to carry out group learning and mixed-age games. During free choice activity sessions, children have sufficient time to interact with peers of all grade levels. In the classrooms, children play toys, manipulate teaching aids and try to make recycled paper together, or they select materials on their own to engage in art creation. Outside the classrooms, children of different grade levels collage with all kinds of materials enthusiastically. They work hard together to find the treasures for completing the learning task of matching letters with items. Teachers read with children, teach them how to make flower petal paints, and foster children's mutual communication and cooperation. The school is advised to enrich the setup of corner activities based on the thematic content of each grade level, such as creating corresponding scenes and providing items to ignite children's imagination to role-play, or adding relevant books in the reading corners for attracting children to read, so as to help children connect and apply knowledge, hence consolidating learning.
- 2.6 Teachers prepare suitable teaching aids or real objects to conduct real-life activities like observing fruit seeds, brewing and sipping herbal tea, and listening to birds chirping, to arouse children's learning interest and motivation as well as promoting their sensory exploration for constructing knowledge through experiences.

Teachers also make good use of questions to prompt children to share their thoughts, providing more opportunities for children to express themselves. Both Chinese speaking and NCS children are eager to answer questions. They actively talk about their life experiences and try to put up their ideas, leading to good classroom interactions. Music activities comprise singing, rhythmic movements, instrumental accompaniment and other elements. Teachers introduce a scenario and conduct interesting games, assisting children in expressing their feelings and unleashing their creativity through different media. Some teachers are required to reinforce classroom routines, and design and implement music activities according to the learning objectives with a view to nurturing children's aesthetic sense.

3. Recommendations for Enhancing Self-improvement of School

The school is gradually refining the curriculum to raise the quality of learning and teaching. The management is required to lead the team to enhance the reviews of the curriculum and teaching, including examining and removing the difficult learning and homework content of K3, keeping track of the implementation of the major concerns, increasing the effectiveness of the corner setup and music activities, etc., while jointly discussing follow-up actions. The management is also recommended to organise lesson observation or experience sharing to strengthen the professional competence of teachers, hence improving teaching.