

**School No.: 564800**

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

**ELCHK Hing Wah Nursery School**

**G/F, May Wah House, Hing Wah 1 Estate, Chai Wan, Hong Kong**

**14, 15 & 17 February 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: 14, 15 & 17 February 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 keeps close liaison with the sponsoring body and receives adequate support in the areas of administration, curriculum development, teacher training, etc. It holds regular meetings with the affiliated schools to communicate and exchange ideas on child care and support services, learning and teaching as well as joint school activities, with a view to learning from one another and sharing success experiences. The school has put in place an explicit appraisal system to assist teachers in understanding their strengths and areas for improvement, and to assign duties appropriately, thus unleashing teachers' potential. The school has followed up on the recommendations of the previous Quality Review to devise an induction mechanism for newly recruited teachers and provide clear work guidelines for them to master the teaching tasks the soonest. Social activities are also arranged for teachers to strengthen their sense of belonging to the school. The school's teaching team is stable. Members of the team work together and discharge their duties properly, hence promoting the school's continuous development.
- 1.2 The school has established the school self-evaluation (SSE) mechanism. Adopting a whole-school approach, it reviews its current situation, discusses the development directions as well as introducing the priority of the school's work to parents in meetings. In light of children's needs, the school has regarded enhancing children's interests and abilities in reading as well as fostering their physical development as its major concerns over the past two years. The school deploys suitable strategies on different aspects, including curriculum planning, teacher training and parent education, which are conducive to the smooth implementation of the tasks. In tandem, the school extends its plans to parent-child activities, in which parents and their children can take part to experience first-hand the benefits that reading and exercises bring to them, so as to increase the effectiveness of the plans.
- 1.3 The school caters for and accepts the diversity of children. It identifies children with special needs through daily observation, and maintains close communication

with inter-disciplinary teams to render proper support and follow-up for children collaboratively. The school holds parents' day for parents of newly admitted children, providing them with insights into the potential emotional reactions their children may have at the early stage of admission to school and the ways to manage these emotions. The school also arranges the daily schedule with a step-by-step approach to assist children in the adaptation to kindergarten life progressively. In order to strengthen the interface between kindergarten and primary education, the school organises seminars, visits to primary schools and other activities for parents to understand the primary one admission system while giving children a first glimpse of primary schools' environment and preparing them for the transition to primary one. Besides, the school values home-school cooperation, and organises lesson observation and voluntary services at school for parents to gain a further understanding of their children's learning mode and school life. Parents trust and support the school and they work together with the school to foster children's learning and growth.

## **2. Learning and Teaching**

- 2.1 The school designs the curriculum by adopting an integrated approach using real-life themes. The curriculum content is comprehensive and balanced as it covers all learning areas, cultivating children's positive values and attitudes as well as facilitating their learning of skills and knowledge. Through thematic teaching, festivities and national flag-raising ceremonies on important days, the school promotes Chinese culture and develops children's sense of national identity. The learning and life experiences of children are enriched as teachers invite external bodies to host thematic seminars at school, hold outings for children and organise parent-child activities. The daily schedule of the school is well-planned that children have ample time to participate in music, physical, art and free choice activities every day. This enables children to experience the fun of various activities while nurturing their balanced development. Children of all grade levels take part in mix-aged free choice activities every afternoon. They engage in an array of activities in the classrooms, corridors and indoor playground according to their interests. Children have fun playing with teachers and peers, which helps foster their language, aesthetic and social development.
- 2.2 Teachers conduct assessment of child learning experiences with continuous

observation and record-keeping and devise holistic assessment items based on the teaching objectives of different learning areas. Teachers develop learning portfolios for children to keep assessment reports, observation records and artwork, as evidence of children's growth. Meanwhile, parents are informed of their children's learning and development progress. However, the school needs to formulate clear assessment criteria to aid teachers to evaluate children's performance in an objective manner. Additionally, the teaching team is advised to make good use of the assessment information as a basis for evaluating the effectiveness of learning and teaching, thus informing curriculum planning.

- 2.3 The management leads teachers to map out a school-based curriculum by referring to the curriculum framework of the sponsoring body and teaching packages. Through meetings on collaborative lesson planning, the management and teachers discuss the teaching plans and then make concrete and feasible suggestions to improve the teaching design. The management keeps abreast of curriculum implementation by observing classroom activities, scrutinising teaching documents and children's work. The school may arrange peer lesson observation and set lesson observation foci in accordance with the major concerns and teachers' needs, which further enhances the teaching competencies of teachers. Besides, the management is suggested to conduct systematic evaluation with teachers in view of the overall effectiveness of thematic teaching using children's performance as evidence, so as to conclude experiences and strengthen teaching effectiveness. The school is also required to review the homework design for K3 and remove the parts that are too difficult in order to cater for children's abilities and learning needs.
- 2.4 In recent two years, the school has taken enhancing children's interests and abilities in reading as its major concern. Teachers design extended activities that are in line with the content of picture books, such as preparing artwork related to Hong Kong's local snacks and organising sports competitions, which are filled with fun. Teachers put effort into the set-up of reading corners and display the book covers clearly on the bookshelves. Sofas and carpets are arranged to create a comfortable and serene reading environment for children. Teachers read with children in the reading corners, which helps increase children's reading motivation. Apart from story books, teachers also place a wide range of books in different interest corners and corridors. For instance, sewing, origami and paper-cutting books are placed in the art and craft corners, whereas books about buildings are available in the construction corners. The exploratory corners are furnished with books related to animals and

plants. All these facilitate children to read anytime and anywhere, therefore they learn new things and get inspired. Teachers also encourage children to use text in a meaningful context in their daily life, including reading school circulars and making snacks with reference to recipes. The school holds parent-child paired reading workshops while arranging experiential activities on reading for parents and their children, so that parents can apply paired reading skills to assist their children in building a reading habit and extending reading at home. The reading resources of the school are plentiful and environment set-up is well-constructed. The school has succeeded in imbuing the campus with an ambiance of reading. Children concentrate on reading before class starts, during the free choice activity sessions and after lunch. When making paper aeroplanes and creating artwork, children take the initiative to refer to relevant books and love to share the story content with peers, showing that their reading interest and habit have been developed.

2.5 In addition, the school has regarded fostering children's physical development as its major concern in recent two years. It arranges for teachers to participate in training to enhance their abilities in designing and conducting physical activities. The indoor play area of the school is spacious with adequate and diversified physical facilities. Teachers optimise the use of venues and facilities to arrange skills training and games according to the teaching objectives. Children have sufficient amount of physical activities to foster their gross motor development. In the meantime, teachers observe children's performance and give timely guidance to strengthen the learning effectiveness among children.

2.6 The school premises are large and bright with soft-tone furniture, creating a comfortable learning environment. Teachers set up the interest corners meticulously in accordance with the themes. Children are invited to name the imaginative play corners, prepare the menus, ordering forms and food of food stores, as well as setting food prices. They are involved in the role-play, such as putting themselves into the role of waitpersons serving steaming hot dim sum to diners attentively, or playing the role of customers to enjoy Hong Kong local snacks at tuck shops and choosing freshly-baked breads at bakeries. Children fully enjoy these activities and develop social and language abilities while unleashing their imagination when interacting with peers. Teachers set up the exploratory corners based on the themes, allowing children to observe the growth of small animals and plants, manipulate teaching aids and test different means of stacking blocks. This helps children learn about the characteristics of things and cultivate their curiosity.

There is also a variety of tools for fine motor skills training, self-made teaching aids and toys in the classrooms which cater for children's individual needs and interests.

- 2.7 Teachers are conscientious in teaching and put much effort into preparing pictures, real objects, self-made teaching aids and so forth to illustrate the teaching content. They elaborate clearly and are effective in enhancing children's understanding of the thematic learning content. Being kind and friendly, teachers speak in soft voices and embrace the diversity of children by adopting various strategies to encourage children to engage in classroom activities, thus improving the benefits of learning for them. Teachers always commend children for their good behaviour and are able to teach them with positive attitudes and in ways that promote the moral development of children. Diversified activities, including singing, performing rhythmic movements and playing games, are arranged by teachers for children to enjoy the fun of music activities. With clear instructions and demonstrations, teachers lead children to learn tempos and melodies and play musical instruments to the beat, hence nurturing their aesthetic sense and appreciation abilities.
- 2.8 Children are interested in and motivated by learning. They are engaged in all activities, respond to teachers' questions proactively and are willing to share their opinions and feelings. They take part in group discussions and presentations with peers earnestly, displaying confidence. Children observe rules and show courtesy. They are respectful to teachers and get along with peers. They possess good self-care abilities that they are able to put on and take off their shoes and jackets, have meals and pack their quilts by themselves. They also demonstrate a spirit of service by volunteering to help teachers pack teaching aids and physical play items.

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

- 3.1 The SSE mechanism is established. The school devises the major concerns according to the school context and children's needs. In consideration of the task objectives, the school is required to formulate corresponding success criteria for assessing the work effectiveness more effectively, so as to inform the development plan for next year and help the school strive for self-improvement.
- 3.2 The management puts much effort into leading teachers to plan the curriculum and create the learning environment. It needs to strengthen the effectiveness of curriculum evaluation and examine the homework design of K3, and then remove the parts that are too difficult. In addition, it has to set out concrete assessment

criteria for child learning experiences and optimise the use of assessment information to review learning and teaching effectiveness, thereby informing curriculum design.