

School No.: 563269

# **Focus Inspection Report (Translated Version)**

**Hong Kong Sheng Kung Hui  
St. Simon's Sai Kung Nursery School**

**DD215, Tan Cheung Village, Sai Kung, New Territories**

**27 February 2024**

**Kindergarten Inspection Section  
Education Bureau**

## **Notes to the Focus Inspection Report**

This report gives an overview of the school's learning and teaching.

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

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## **1. School Performance**

- 1.1 With reference to the curriculum outline of the organisation, the school devises a school-based curriculum based on children's interests and development. The curriculum is designed in an integrated approach using real-life themes, covering all learning areas. The school attaches importance to the connection between learning and daily life and arranges project learning for children in the light of their prior experiences and interested content. Children explore the characteristics of different objects with their senses during free choice activity sessions to cultivate their curiosity and problem-solving skills. The school has a balanced daily schedule that children are given sufficient time to take part in music, physical, art and free choice activities. However, the Language and Early Childhood Mathematics homework of K3 is rather difficult. The school must review it and delete the inappropriate parts to ensure the selection of materials is suitable for children's development and needs.
- 1.2 Teachers assess the development of children through continuous observation and record their learning performance in various domains. The team devises assessment content according to the curriculum objectives and discusses the assessment criteria collaboratively to help teachers grasp children's development in an objective and precise manner. The school creates learning portfolios for children to retain thematic assessments, activity observation records, children's works and so forth. The portfolios are distributed to parents every school term for them to understand the learning progress of their child. The school keeps on reviewing its assessment policy. In this school year, the school revises the activity observation records to reflect children's performance in different learning areas. Such revision is conducive to a more accurate presentation of children's development.
- 1.3 The school has a comfortable environment with spacious accommodation for activities. It makes proper use of the outdoor play area and places trampolines,

climbing frames and other diversified physical facilities for children to use and relax their body and mind. An outdoor garden has been built as well. By planting a variety of vegetables, children not only learn to take care of the plants, but also observe plant growth to increase their sense of responsibility and observation skills. Moreover, children share their harvest with their family members and gain a sense of achievement from planting while developing an attitude towards nature protection. Teachers design a wide range of corner activities meticulously for children to choose games according to their own preference, thus nurturing their spirit of active learning. The set-up of scenes in the role-play corners is vivid and realistic. Children are enthusiastic to pretend to be adventurers, panda keepers and archaeologists. They play with their peers happily and cooperate with one another, demonstrating good social development and language expression through interactions.

1.4 Teachers are amiable and listen to children's thoughts and feelings with patience, leading to a harmonious teacher-child relationship. Teachers are conscientious in preparing teaching materials and decorating the learning environment. They put much effort into designing interesting simple experiments for children to understand the properties of materials. These experiments include exploring the floating and sinking of various materials in water, and the reaction when baking soda is mixed with lemon water. Children learn through exploration and testing, increasing their learning motivation and effectiveness. Teachers care about children. They always observe children during activities and join in children's games. However, the physical activities of each grade level are roughly the same. Teachers are advised to design games with different levels in view of the interests and needs of children so as to cater for children of each grade level and promote their physical development.

1.5 The school has a curriculum management mechanism in place. The management

participates in curriculum meetings to lead teachers to devise the curriculum outline, discuss the arrangements of learning activities and assessment content together. In addition, the management monitors the quality of learning and teaching and grasps the curriculum implementation by conducting classroom walkthroughs, lesson observation as well as scrutinising the relevant teaching documents. Teachers carry out teaching reflection timely and make concrete suggestions for improvement. The teaching team utilises the child assessment information and teaching reflection to review children's performance and examine the teaching effectiveness during the curriculum meetings of each theme, with a view to adjusting the curriculum content and teaching strategies to inform curriculum.

## **2. Recommendations for Fostering Sustainable Development of School**

The school strives for advancement proactively and drives forward the development of school-based curriculum in an ongoing manner. The management could further lead teachers to continue reviewing the overall planning of learning and teaching, including removing the rather difficult homework of K3 and refining the arrangements of physical activities of all grade levels, enhancing the appropriateness of the curriculum to address children's interests and developmental needs.