

School No.: 612561

Quality Review Report (Translated Version)

**Heep Hong Society Shanghai Fraternity
Association Healthy Kids Kindergarten**

**Units 10 - 16, G/F., Kwai Tak House, Kwai Fong Estate,
Kwai Chung, New Territories**

6, 7 & 10 June 2022

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region (2022)

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Dates of Quality Review: 6, 7 & 10 June 2022

- 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 leadership team participates in regular meetings to keep abreast of school affairs. It gives appropriate advice on school development and deploys resources to support the school's development work as necessary. The management values team building, cares for colleagues, communicates regularly with the team and trusts each other. The school allocates duties according to teachers' abilities and preferences, encourages teachers to participate in different working groups, provides opportunities for teachers to participate in administrative and curriculum development, and enables teachers to have a more comprehensive grasp of different levels of school work, thereby enhancing their professional knowledge and experience. The school places emphasis on the professional growth of teachers. In addition to the training provided by the school sponsoring body, the school also arranges teachers to participate in professional activities in line with the school development plan and encourages them to put their learning into practice.
- 1.2 The school has established a school self-evaluation (SSE) mechanism to formulate development plans with objectives, implementation strategies and success criteria, taking into account the development needs of the school and children. It reviews the progress and effectiveness of the development plan in a timely manner, which will be served as the basis for formulating the plan in the next school year. In the past two years, the school has taken the establishment of a staff team as its major concern. It arranges regular meetings and exchange activities for the team to enhance their professional competence through discussion and sharing. It also organises social activities to strengthen the communication and understanding among staff, which helps the team to carry out the school's work together and facilitates smooth operation of daily affairs. In addition, in the last school year, the school has promoted children's language development through reading, making good use of subsidies to purchase different types of books and promoting parent-child reading to foster children's interest in reading. The effectiveness of the plan has been observed

preliminarily. Another major concern of this school year is to enhance children's exploratory and problem-solving skills. The school arranges training for teachers to strengthen their skills in designing and leading children's exploratory activities, and arranges workshops for parents to encourage parent-child activities at home, such as observing and discovering the characteristics of objects together. The school's implementation strategy is well aligned with the objectives of the plan and the overall arrangements are appropriate.

- 1.3 The school accepts the diverse needs of children. It has a clear identification and referral mechanism, and makes good use of the resources of the sponsoring body so that children with special needs can receive appropriate support as early as possible. The school also organises step-by-step orientation programmes for newly admitted children to help them adapt to school life. The school values home-school cooperation and maintains close communication with parents through different channels, and adopts parents' opinions with an open mind, so as to work together to cater for the needs of children. The school conducts seminars which meet the needs of parents and provides appropriate information to enhance parents' parenting skills. The strong partnership between the school and parents helps the school implement its various initiatives.

2. Learning and Teaching

- 2.1 The school has developed a school-based curriculum based on its mission, and children's interests, abilities and life experiences. The curriculum is designed in themes through an integrated approach. It covers all learning areas, developing children's positive attitudes as well as the acquisition of skills and knowledge. Teachers organise children's project learning according to their interests, and arrange field trips and experiential activities to enhance children's understanding of the learning contents and enrich their life experiences. The school provides a daily schedule with adequate time of music, physical, aesthetic and free choice activities for children. However, some of the K3 homework are rather difficult and the school needs to review the content and remove the inappropriate content to meet the developmental needs of children.
- 2.2 In the last school year, the major concern of the school was to promote children's language development through reading. Different kinds of books have been placed in classrooms to encourage children to read. Teachers read books to and interacted with children during free choice activity, and children borrowed books eagerly to

read with their parents at home, thus children's interest in reading has been fostered. This year's major concern is to strengthen children's problem-solving, exploratory and social skills through exploratory activities. Teachers design simple experiments and exploratory activities according to the learning themes, so that children can use observation, comparison and prediction skills to understand the characteristics of things. For example, teachers first let children observe and touch cleaning tools which made of different materials, and then asked them to predict the tool with the best cleaning effect, and finally found the answer by comparing the predicted result through verification. The learning process is effective in stimulating children's curiosity and exploratory spirit as children try to solve problems with their peers when they encounter difficulties during the learning process. The effectiveness of the plan is preliminarily seen.

- 2.3 The school uses continuous observation and recording to assess children's learning and developmental progress. Teachers develop learning portfolios for children, which record information on assessment forms, teachers' observations and children's work, serving as evidence of children's growth. Teachers carefully observe and record children's performance in different learning areas and advise parents on how to promote their healthy development according to children's developmental needs. Parents also help to record their children's living habits, behaviour and emotional expressions so that teachers can have a more comprehensive understanding of the children's development. On this basis, the school is advised to further collate and analyse assessment information to help teachers objectively review the effectiveness of learning and teaching, and to conclude children's performance at home and at school, with a view to informing the curriculum planning.
- 2.4 The management leads teachers to discuss curriculum outline and formulate learning points for each grade level through meetings. Teachers are responsible for writing lesson plans, setting up the environment and making teaching aids. They cooperate well and support each other. The management reviews the curriculum documents and conducts classroom walkthroughs to understand the implementation of the curriculum and make suggestions for improvement. To tie in with the development of school-based curriculum and teachers' training needs, it is advisable for the school to plan progressively for lesson observations by the management and peers to facilitate professional exchanges among the teaching team members so as to enhance teachers' teaching skills. Teachers continuously review the teaching process and children's performance with a view to enhancing learning and teaching effectiveness.

Teachers are advised to further review the design of activities and teaching strategies, analyse children's learning performance and make concrete suggestions in order to enhance the effectiveness of the curriculum review.

- 2.5 The school premise is clean and bright, with a variety of teaching materials and activities to arouse children's motivation to learn and facilitate their balanced development. Teachers design a number of learning corners in the classrooms for children to conduct activities during their free choice activity time. The learning corners with a variety of teaching aids and materials promote children's fine motor skills and cognitive development. The art corners are stocked with colouring pens, drawing paper and art materials for children to create their own artwork and express their creativity and imagination. Children enjoyed working with their peers in the constructive corner which facilitated their good social development. Children were familiar with the corner entry process and knew how to manipulate the teaching aids and activity routines have been established. Teachers observe the children's activities and provide assistance in a timely manner.
- 2.6 Teachers are kind, caring and they accept children's diverse needs. Teachers use strategies such as individual guidance, visual cues and recognition to support the needs of the children and facilitate their learning. They make good use of questioning to encourage children to share their life experiences and express their views. Teachers arrange vocal exercises, singing and musical games for children during the music activities. They also make good use of cues such as piano sounds and songs to establish routines. Children engage in music activities to express their emotions and opinions. Teachers lead the physical activities with clear demonstration. They carefully observe children's performance and correct their limb movements. The physical activities are well organised and promote the gross motor development of children.
- 2.7 Children enjoy school life and are happy to participate in learning activities, actively answer questions from teachers and ask questions to show their interest in learning. They enjoy playing with their peers, get along well with each other, are happy to help their peers with fetching and tidying up, and have a spirit of service to others. They have good self-care abilities and hygiene habits and can put on and take off their own shoes, tidy up their toys, clean their hands, etc.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The school has a clear organisational structure which is in line with its educational

objectives and development. As the school becomes well established, the rights and responsibilities of staff can be further defined to enhance management effectiveness. The school can plan its task objectives and strategies of its major concerns according to the needs of the school and child development. The school is further advised to enhance teachers' participation progressively and to formulate development plans in a whole-school participation mode to promote the school's sustainable development.

- 3.2 The school's curriculum is comprehensive and balanced. To further enhance the effectiveness of learning and teaching, the management has to lead teachers to review the design of the K3 homework and remove the parts that are too difficult to suit the children's abilities and developmental needs. The management has to enhance the reflective skills of teachers and make good use of children's assessment data to further inform the curriculum planning. It is also advisable for the school to systematically arrange management lesson observation and peer lesson observation so that teachers can observe and learn from each other to facilitate their professional growth.