

School No.: 537098

Quality Review Report (Translated Version)

Hong Kong 5-S Kindergarten

**Shop 1-10, Level 2, Belair Monte Shopping Centre, 3 Ma Sik Road,
Fanling, New Territories**

15, 16, 18 & 24 June 2021

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region (2021)

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Dates of Quality Review: 15, 16, 18 & 24 June 2021

- 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 is familiar with early childhood education. It provides opinions in regard to administration management and curriculum development, leading the school's development steadily. The school's organisational structure is clear with well-defined authorities and responsibilities. The management understands the strengths of teachers and exploits their potentials in different roles. Experienced teachers act as mentors to help newly joined teachers understand the school-based curriculum planning. In line with the school plan, the management organises diversified teacher training activities which cover curriculum development, learning and teaching strategies as well as management of teaching resources. Teachers have the opportunities to observe and practise, so as to enhance their teaching professional capacity. The teaching team closely communicates among themselves. The team shares views and understands the school's development directions through meetings in a timely manner, and reviews the implementation of curriculum and administration work continuously. The school ties in with the concept of governance of the sponsoring body to properly store different kinds of files and teaching resources. The school daily operation is smooth. The school environment is clean and neat, creating a favourable environment for children's growth and learning.
- 1.2 The school's self-evaluation (SSE) culture has been entrenched. The team implements the inter-connected self-evaluation process, viz. planning, implementation and evaluation to promote the school's self-improvement. The school takes into account the needs of different stakeholders, keeps up with the trends of kindergarten education, seizes the opportunities that are favourable for school development, and builds on the previous task implementation experience and effective results, to devise major concerns that meet the school context. The school has regarded promoting reading and enhancing the effectiveness of physical activities as the work plans in recent years. It is able to plan prudently and execute all work practically with proper deployment. The school adopts evidence-based approach

and makes reference to different assessment information and children's performance to evaluate the work effectiveness. It reviews and adjusts the strategies in a timely manner, sustaining the school's future development.

- 1.3 The school has put in place a well-developed mechanism to identify, refer and follow up cases of children with special needs. It also taps internal and external resources to provide parents with information and assistance about supporting children's diverse needs. The school sees parents as important partners of nurturing children. It actively organises workshops and seminars for parents, and reports the school's development updates to parents regularly through school newsletters. The school organises workshops and sharing sessions in an ongoing manner to enhance parents' skills on parenting and nurture their positive parenting attitude. The school organises lesson observation activities for parents to have first-hand understanding of their children's learning, which is effective in promoting home-school communication and cooperation.

2. Learning and Teaching

- 2.1 The school plans the curriculum based on the principle of child-centredness. It places emphasis on the connection between learning and living, in a bid to help children construct new knowledge from prior experience, and learn meaningfully by practising what they have learnt in daily life. Building on the school's understanding of children's development, life experience and interests, the school sets teaching themes and selects teaching content, and uses stories to connect different learning activities. The effectiveness of integration of the curriculum structure is thus enhanced. The school's curriculum is flexibly adapted. Teachers observe children's learning performance during class activities and allow room in each theme for designing class-based extension learning activities which meet children's interests and abilities. The topics of these activities are interesting which can encourage children to collect information collaboratively, or unleash their imagination to explore. Children learn from the exploration process and outcomes through sharing their observation and experience. Overall speaking, the school's daily schedule is properly arranged. The curriculum objectives are clear. The selection of topics and teaching pace are appropriate, which meet children's learning needs.
- 2.2 The school upholds the sponsoring body's mission to strive to nurture children's self-care abilities and spirit of self-discipline. The school designs parent-child activities

and invites parents to guide children to pack and tidy their personal belongings properly, thereby helping them develop good living habits. Moreover, the school attaches greater importance to nurturing children's moral development, enabling children to learn and practise good conducts such as caring about others, protecting friends and treasuring resources from their young age, thereby nurturing a responsible attitude towards themselves, others and the environment. The school promotes environmental education through classroom settings and daily teaching activities. Teachers set examples to make good use of eco-friendly materials to design teaching aids. Children and parents are happy to collect carton boxes, plastic bottles, etc., for participating in constructive and creative games. Children also actively join planting activities to place potted-plants around the campus to keep a green environment. The school encourages children to treasure resources in a gradual manner with imperceptible influence, with a view to raising their environmental awareness and developing green habits.

- 2.3 The school properly plans the strategies and tools for the assessment of child learning experience. It observes and keeps record of children's learning performance and development continuously, and develops learning portfolios for children. The thematic assessment covers all learning areas which ties in with the learning objectives, fully reflecting children's progress. Besides, teachers share children's performance in learning activities with parents. They describe and analyse children's conversation and performance during the activities concretely as evidence of the milestones of children's growth. The school conducts summative assessment for children every school term. Teachers report to parents children's strengths and areas that are yet to be developed according to the objectives of child development, and give parents feasible follow-up suggestions. The school makes good use of children's assessment information to adjust teaching, support children's learning and review the effectiveness of annual work plans. The assessment mechanism has been well established.
- 2.4 The school has put in place a well-developed curriculum coordination, monitoring and review mechanism. The management actively promotes the curriculum development. It is familiar with the design concept and implementation of the school-based curriculum. It empowers grade level coordinators to lead teachers to conduct teaching meetings and devise teaching outlines. Teachers engage in collaborative lesson planning conscientiously. They support each other and discuss the teaching process and strategies in an in-depth manner to refine the activity design.

Teachers conduct effective teaching reflection from different perspectives such as children's learning interests and difficulties and selection of learning topics, and raise suggestions for improvement. The school is able to analyse the qualitative and quantitative information as evidence to review the effectiveness of learning and teaching in a focused manner from the aspects of curriculum organisation, teaching resources, evaluation, etc., and summarise the overall experience of curriculum implementation to inform the curriculum development. There are lesson observations arranged for the management alongside peer lesson observations, with clear and specific focuses put in place. The team frankly shares their teaching experiences through professional discussion after lesson observations, which is conducive to building a learning community and enhancing the quality of teaching continuously.

- 2.5 The school encourages children to read picture books. It arranges elder children to tell stories to younger children, creating a reading culture on the campus. The school even organises workshops to enhance parents' confidence and skills on parent-child reading, and promote a reading culture at home. In recent years, the school has actively integrated the elements of reading in daily teaching. It organises reading activities, implements teaching through stories and trains teachers to talk to children when they are sharing books with children. Teachers ask questions to interact with children in order to stimulate their learning motivation and ignite their imagination. Teachers have mature questioning skills. They not only consider children's prior knowledge and experience during lesson preparation to draw up inspiring questions, but also listen to children's response patiently during activities and follow up their sharing and opinions flexibly. Through conversation, teachers gradually guide children to connect what they have learnt with their daily lives, and hence explore new knowledge proactively.
- 2.6 The school takes part in support services to study the design and teaching approaches of physical activities. Teachers understand the objectives of different skill training activities. They revise the learning outline of physical activities to help children to train gross motor and develop body coordination abilities in a progressive way. Teachers understand the different paces of children in physical development and design skill training games of different difficulty levels. Children are courageous to accept challenges and complete the movements according to their respective abilities, thereby gaining a sense of achievement and developing interest and confidence towards physical activities. The school deliberately adds the elements

of free play in the physical activities and provides a variety of play materials for children to encourage them to create playing methods. Children have great fun in play. Yet, it is found that the amount of exercises is inadequate in some play. Teachers may further guide children to design play that involves greater amount of exercises so as to foster their physical development and train their strong physique.

2.7 Teachers have clear teaching objectives. They are well prepared for the lessons and the teaching process is systematic. Teachers make good use of real objects as teaching aids to attract children to listen attentively and participate actively in discussion. They are also good at creating lively learning scenarios. Examples include using soft piano melodies to guide children to feel the sea breeze in music activities, or clapping beats by imagining to sing along with birds, filling the activities with fun. Teachers love and care about children with gentle attitude. Children have developed daily routine and pay attention to hygiene and tidiness. They are polite and humble, and love playing with peers, showing pleasant emotion in learning and good social development. They plan their order to participate in different group activities, and finish the activities as planned and mark records. Children have rich ideas and are willing to express their views and share experience. They talk fluently and systematically organise their line of thought. They also like participating in creative activities. Children's creativity is shown in their art and craft work, dialogues in imaginative play, self-created rhythmic movements and lyrics.

3. Recommendations for Enhancing Self-improvement of School

The sponsoring body's education goals are clear. The school leads the team to build a shared vision, promote the curriculum development with concerted efforts, as well as to closely collaborate with parents, with a view to nurturing children's balanced development and healthy growth, laying a learning foundation for children. The school may build on the previous development experience to continue to implement the inter-connected self-evaluation process, viz. planning, implementation and evaluation, to review the current situation of all areas of work holistically and set the working direction for the next stage, thus perfecting the quality of the school's education and services.