

**School No.: 565067**

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

## **Hong Kong Society for the Protection of Children BOC Nursery School**

**G/F, GIC Building, Olympian City, 11 Hoi Fai Road, Tai Kok Tsui, Kowloon**

**19, 20 & 24 June 2019**

**Kindergarten Inspection Section  
Education Bureau**

**Education Bureau**  
**The Government of the Hong Kong Special Administrative Region (2020)**

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**Dates of Quality Review: 19, 20 & 24 June 2019**

- 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 is trusted and supported by the sponsoring body with respect to administration management and teaching profession. It not only keeps abreast with the development trends of kindergarten education to enhance the professional ladder that increases the opportunities for experienced teachers to be promoted to the management level, but also helps teachers grasp the curriculum characteristics and implementation methods through inter-school training activities so as to enhance their professional capacity. The management is familiar with the vision of kindergarten education. It has rich administration experience and values the participation and teaching experience sharing of teachers. The management empowers the team to plan and implement different school work and provides timely guidance to facilitate the school's sustainable development. The teaching team maintains good relationship among members and supports one another. It strives for self-transcendence to provide a joyful environment for children to learn.
- 1.2 The school's self-evaluation (SSE) mechanism is well developed. The management leads all teachers to bring the SSE principle into their daily work. They make good use of different tools to collect the views of all stakeholders, collate the teaching reflections and evidence of children's performance to evaluate the school context and opportunities while devising major concerns which tie in with the developmental needs to promote the school to advance steadily. The school has followed up the recommendations in the previous Quality Review. It is able to devise appropriate strategies and success criteria by focusing on the objectives. Last school year, the school set the major concerns as enhancing children's creativity and problem-solving skills. Through arranging teacher training constantly, it deepened teachers' understanding of free play to lay a good foundation for the development plan. Teachers keep improving the activity arrangement which helps developing children's creativity and facilitating their initiative to solve problems. This school year, the school deliberately reinforces the culture of love and care in light of children's affective development. It taps resources well from the

sponsoring body and external organisations to strengthen teachers and parents' understanding of proper strategies in handling children's problems on emotion, behaviour and so forth, and thus creates a positive culture of home-school collaboration. Teachers set good examples for children by speaking gently and politely while attending to children's emotions suitably, showing the effectiveness of the major concern.

- 1.3 The school cares about children. The teaching team communicates closely and works together to cater for children's diverse needs. It makes good use of resources to effectively identify and support children with special needs, and provides them with timely referral and follow-up. The school regards parents as partners and maintains close contact with them for informing parents the development directions of the school. It also organises parent lesson observation, diversified parent-child activities, etc., to help parents understand more about children's developmental needs. The school values the feedback of parents. It regularly collects parents' views on the school's parent education work, child assessment mechanism, etc., as reference for enhancing the service quality. The school gains trust and support from parents widely. It joins hands with parents to nurture children's growth healthily.

## **2. Learning and Teaching**

- 2.1 The school makes reference to the curriculum guideline of the sponsoring body and the teaching package to devise a school-based curriculum by integrating all learning areas with real-life themes. The curriculum content meets children's interests and experience. The school arranges visits for children according to the theme and conducts project learning regularly on topics of children's interest to enrich their learning experiences. It attaches great importance to children's moral development and deliberately integrates elements such as love and care, emotion management, into the learning themes or interest corners. Such practice cultivates in children good virtues of expressing gratitude with a cherishing heart and enables them to understand the proper ways of expressing feelings. The school designs interesting contexts and games sedulously to connect children's learning activities throughout the day, allowing them to experience the fun of learning through play.
- 2.2 The school's daily schedule is properly planned to provide children with sufficient opportunities to engage in music, physical, art and free choice activities, thereby facilitating their balanced development. The school understands children's developmental needs, so it has put great efforts into improving the homework

arrangement in recent years which can generally extend children's learning in a relaxing manner. However, further review on some K3 language and mathematics homework is still required, among which the inappropriate content should be deleted to uphold the child-centred principle in the curriculum.

- 2.3 The school's child assessment mechanism is clear. With reference to the assessment policy by the sponsoring body and the objectives of the curriculum outline, the school devises child assessment content for each grade level, taking into account the principle of promoting children's all-round development. The school provides clear assessment guidelines for teachers and adopts the approach of continuous observation to assess children's performance in different learning areas by themes. At the end of the school term, the school uses the "Child Development Form" provided by the sponsoring body with teachers' text description to summarise children's development of the stage comprehensively. The school develops children's learning portfolios systematically to maintain records of assessment forms, children's work, activity observation records, etc., to help parents understand their children's development. The school also invites parents to observe children's behaviour, attitude, etc., so as to cooperate together to know more about children's growth from different perspectives. The school collects child assessment information regularly to support the needs of individual child and uses it as reference for adjusting the curriculum that enhances the quality of teaching and care services continuously.
- 2.4 In recent years, the school has endeavoured to reinforce the elements of free exploration in the curriculum. In the previous school year, the school's major concern was encouraging children to unleash their creativity and fostering their problem-solving skills. By means of providing professional training to all teachers, teachers' understanding of free play and their roles in play are enhanced. This helps achieve consensus among the team effectively and hence implement the work plans with concerted efforts. The school sets up a construction corner in the classroom of each grade level and provides all types of blocks, recycled materials, etc., for children. They can select the materials according to their preferences and try to build what they want with peers. Based on the review of the previous school year, the school continues to refine the activity by arranging K2 and K3 children to take part in the games in music room so as to increase their activity space; and adding low-structured materials such as wooden plates, strips of cloth and cartons to enrich children's learning resources. As observed, children have great fun during the free play

session. They are able to apply their prior knowledge and life experiences to unleash creativity with peers. Children enjoy the games. They are self-confident and satisfied with their creation. They also design game rules and think of solutions for the problems on their own, showing rich creativity and active learning attitude. Teachers trust children and provide them with the opportunities to create freely. They also observe children's performance carefully to learn about their abilities. Some teachers can extend children's thoughts by participating in children's games with timely intervention. The efforts have delivered positive outcomes on children's learning. After the activities, teachers are able to use appropriate questions to guide children to review their learning.

- 2.5 The school has a sound curriculum management mechanism. The management leads experienced teachers to guide the team to plan and review the curriculum. It gives timely suggestions for improvement, displaying its leadership in the curriculum. Teachers show the ability to do reflection by conducting reviews and making follow-up suggestions according to children's learning performance. They also make good use of the peer lesson observation opportunities to exchange experience with each other so as to improve the teaching quality. The school regularly collates the curriculum review of each grade level and collects parents' views on children's learning, so as to review the effectiveness of the curriculum holistically and inform the curriculum design.
- 2.6 The school displays children's activity photos, greeting cards, etc., everywhere on the campus to create a warm and pleasant school environment. In the classrooms, teachers set up various interest corners for children according to the theme. The activity design meets children's interests and abilities so that children can engage in the corner games by following their own pace and preferences at ease. Teachers diligently design imaginative play for children with rich context. Children pretend to take the MTR with peers and learn to follow the rules of travelling on public transportation. They also pretend to be the staff of a bank and of different industries to learn about the use of money. The school's imaginative play activities can facilitate children's understanding of abstract concepts through imagination and real-life experience so as to consolidate their learning. Furthermore, teachers provide children with different kinds of exploration opportunities, allowing them to explore through repeated trials to nurture their curiosity towards the surroundings. Children are interested in manipulating all kinds of set-ups relevant to light and shadow so as to experience the characteristics of light. They also earnestly compare the cleaning

effect of different liquids on the coins. Teachers often observe children and provide guidance to attend to children's diversity. Some teachers are able to further provoke children's thinking so as to scaffold their learning through participating in their play.

2.7 Teachers are kind, accept the uniqueness of every child and listen to children's needs patiently. Teachers conduct the teaching in a lively and amusing way through role-play, real-life contexts or story plots to arouse children's learning motivation. Teachers give clear instructions with logical explanation. They are able to conduct all kinds of activities smoothly and help children achieve the learning objectives. Teachers are used to inviting children to take turns to engage in physical activities or share their learning experiences. Yet, more attention on the participation of the rest of the children is needed to enhance the learning effectiveness.

2.8 Children are energetic, friendly, obedient and polite. They have rich life experiences and often take the initiative to share their own thoughts with teachers, showing good verbal expression ability. After children finish activities or meals, they sort and pack their learning materials and tableware actively. After afternoon nap, they put on their shoes and fold quilts on their own, demonstrating good self-care ability. The school arranges children to be little helpers on a rotation basis which can help cultivate in them the sense of responsibility and the good attitude of serving others.

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

The management is able to rally the professional capacity of the teaching team to promote steady development of the school-based curriculum collaboratively through the effective cyclical process of SSE and curriculum management mechanism. The school should keep enhancing the appropriateness of some K3 homework so as to further provide children with quality kindergarten education.