

**School No.: 565296**

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

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

**Room 501, Level 5, Commercial Block Bellagio, 33 Castle Peak Road,  
Sham Tseng, New Territories**

**29, 30 April & 6 May 2025**

**Kindergarten Inspection Section  
Education Bureau**

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

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**Dates of Quality Review: 29, 30 April & 6 May 2025**

- 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 gets hold of the development direction and operation of the school to provide supervision and support at opportune times. It leads the affiliated schools to organise joint-school exchange activities to capitalise on experiences and professional competence. The management has extensive experience and is familiar with the school context. It understands the expertise and potential of teachers to assign them to appropriate roles while formulating and implementing various policies effectively, thereby guiding the school to steadily forge ahead. The school has clear guidelines and codes of practice to help the staff grasp the work requirements, resulting in a smooth daily operation. To foster effective communication, the management sets up diversified communication channels, ensuring the transparent flow of information. It canvasses staff's opinions when making decisions, promptly responds and then implements feasible suggestions. Teachers build rapport and work closely together amid an open and candid atmosphere, which is conducive to enhancing the overall work efficiency while fostering a strong sense of belonging to the school and team spirit. The team upholds the core value of child-centredness and strives to provide quality kindergarten education, laying a solid foundation for the whole-person development of children.
- 1.2 The school has followed up on the recommendations of the previous Quality Review to motivate teachers to promptly follow up on children's responses during activities

through professional exchange, so as to enhance the learning effectiveness. The school has established a stable school self-evaluation (SSE) mechanism. The team has thoroughly grasped the cyclical SSE process of planning, implementation and evaluation, and embedded such rationale in daily work effectively. In recent years, the school has regarded cultivating children's curiosity and exploratory spirit as its major concern. Through external professional support, the school improves teachers' competencies in designing exploratory activities and setting up learning environment. Moreover, it exploits strategies of home-school cooperation to hold relevant parent-child experiential activities to let parents understand and recognise its development foci, which is favourable for children's learning. The school draws up clear and specific work objectives, deploys suitable strategies in different aspects, and keeps evaluating the implementation of plans against children's performance while making adjustments and taking follow-up actions as necessary so that the plans can achieve the expected results.

- 1.3 The school accepts children's different paces of development. It has set up an explicit identification and referral mechanism to render timely support according to children's needs. Teachers design interesting learning activities for non-Chinese speaking children to have more Chinese listening and speaking opportunities, thereby enhancing their communication and social skills. The school holds activities for newcomers before the start of a school year to help children get familiar with the school beforehand. Furthermore, it flexibly adjusts the lesson time of the adaptation week for children to build a sense of security in a step-by-step manner and therefore integrate into school life smoothly. Regarding the interface between kindergarten and primary education, the team meticulously arranges relevant project learning and primary school visits. In tandem, it schedules appropriate self-care tasks based on children's developmental patterns to assist children in mastering life skills, preparing

them well for promoting to primary schools. The school often liaises with parents to exchange children's performance at school and home, thus fostering children's growth with concerted efforts. In respect of parent education, there are regular parent talks to deepen parents' knowledge of children's developmental needs as well as improving their parenting skills. Parents take part in parent-child activities and volunteer services actively, showing their trust and support for the school. They are prominent partners of the school.

## **2. Learning and Teaching**

2.1 With reference to the curriculum information of the organisation and teaching packages, the school devises an integrated curriculum using real-life themes that tie in with children's interests and needs. The curriculum content covers all learning areas, including the cultivation of positive values and attitudes as well as the acquisition of skills and knowledge. The teaching team also selects books as teaching materials and designs corresponding activities for children to consolidate their learning. The school attaches importance to the promotion of Chinese culture. In addition to experiencing festival custom and practising traditional virtues, children participate in paper cutting, ink paintings and other activities to learn about and appreciate Chinese culture. Children listen to the national anthem every day and attend the national flag raising ceremony on important days, developing a sense of national identity gradually. Besides, there is project learning for children to explore the topics that are of their interest. Children are given sufficient opportunities to engage in music, physical, art and free choice activities every day, leading to a balanced daily schedule. The school purposively arranges group activities for children to cater for learner diversity, increase children's opportunities for oral expression as well as fostering teacher-child and child-child interactions.

- 2.2 The school evaluates children's performance through continuous observation. It keeps children's assessment information, works, etc., in the learning portfolios as evidence of child growth. Apart from summarising children's development at the end of a school term, teachers also regularly meet with parents and distribute assessment information to keep them informed of their children's learning progress. Furthermore, the school invites parents to keep records of children's behaviour and attitudes at home so as to help teachers better understand their development. The team refers to the child assessment information to follow up on the needs of individual children and uses it as a reference for informing the curriculum. In this school year, the school refines the assessment content of the project learning of K1 based on children's development, which is on the right track. The team may continue to review and revise other assessment items as necessary to further enhance the effectiveness of the assessment.
- 2.3 The school has established a mechanism for curriculum monitoring. The management leads teachers to plan the curriculum, evaluate the learning content and teaching design. It keeps track of the curriculum implementation by conducting classroom walkthroughs, attending meetings, scrutinising curriculum documents and so forth while offering teachers suggestions for improvement at opportune times. The teaching team reviews the effectiveness of the learning activities in an ongoing manner. It gives feedback on teaching arrangements, environment setup and other aspects to inform the curriculum.
- 2.4 To tie in with the major concern of cultivating children's curiosity and exploratory spirit in recent years, the school has equipped teachers with skills in designing exploratory activities through training, and has strengthened the exploratory elements in corner activities. In this school year, all exploratory games are put in a dedicated classroom and teachers arrange for children to play there every day. As observed,

there were a variety of plants and small animals in the classroom. Children were particularly interested in the living habits and needs of these animals. They also had chances to learn to take care of both plants and small animals, which was conducive to cultivating their love for life and nature. Additionally, children love to manipulate kits about light and shadow, play colour-mixing game through prediction and verification, showing that they are curious about their surroundings. On the whole, children are engaged in the activities, during which they make different attempts and are willing to share their discoveries. The activities are designed to sharpen children's observation skills and nurture their exploratory spirit. In the meantime, the school invites parents to observe lessons at school so as to gain insights into how their children play the exploratory games. The school also introduces the design concepts of the activities to parents. All these strengthen parents' understanding of and support for the major concern.

2.5 The school environment is clean and bright. There are different corner activities in classrooms. Children can manipulate teaching aids, role-play with their peers and work together, which is favourable for their social development. Theme-related books are placed in the reading corners and teachers tell stories to children to attract them to read in the corners. Some children take the initiative to share the book content with their peers, showing their love for reading. The school values children's aesthetic development. Abundant materials are available in the art room for children to choose freely. Teachers attentively guide children to create artworks and children are conscientious in drawing and making collage. The school decorates the classrooms and corridors with a wide range of creative works made by children for their mutual observation and appreciation. Some corner activities are of different levels of complexity to accommodate for children's diverse needs. Teachers join in children's play and make timely intervention to guide children to

think of solutions to problems. After the activities, teachers invite children to share their favourite games, creative ideas, discoveries or challenges encountered, thereby helping them consolidate their learning and construct new knowledge, facilitating mutual learning.

- 2.6 Teachers are kind and amiable. They care for children, respect and accept children's views, and teach them proper interpersonal attitudes. Teachers are well prepared for teaching. They facilitate teaching with real objects, pictures, hand puppets, etc., and provide opportunities to encourage children to express themselves and explore while making good use of questions to inspire children's further thinking or sharing. In physical activities, children play physical games that have an adequate amount of exercise, during which they try basic movements like jumping, ball throwing and catching to develop gross motor coordination. Teachers encourage children to make attempts. They give guidance to and correct children's movements as well. Some activities are of different levels of complexity. Teachers use picture cues to guide children of the movements that have to be completed, assisting children in grasping the skills. With regard to music activities, children sing and play musical instruments during games while unleashing their imagination to feel the music melodies with rhythmic movements, enjoying the fun of the activities.
- 2.7 Children love going to school. They are observant and courteous. Children take part in various learning activities enthusiastically, are willing to express their thoughts and eager to answer teachers' questions. They communicate and cooperate with their peers during games, showing good affective and social development. Children are able to tidy their personal belongings, help teachers put back items used and switch to other activity venues in an orderly manner, demonstrating good self-care abilities.

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

The school has established a stable SSE mechanism and embedded the cyclical SSE process of planning, implementation and evaluation in daily work. The teaching team places emphasis on education and care for children that it enhances the curriculum continuously. It may keep on conducting reviews and adjusting the assessment items where necessary to further enhance the efficacy of the assessments.