

**School No.: 616001**

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

**HKVNS Alumni Association Kindergarten  
(KCC)**

**G/F (Portion) & 1/F, Kowloon Chamber of Commerce Building,  
2 Liberty Avenue, Ho Man Tin, Kowloon**

**25, 26 & 28 October 2022**

**Kindergarten Inspection Section  
Education Bureau**

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

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**Dates of Quality Review: 25, 26 & 28 October 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 school maintains close liaison with the sponsoring body and holds regular meetings to report on their progress. The school puts emphasis on the professional growth of teachers. It has considered developing a spiral curriculum and enhancing children's exploratory and language abilities as its major concerns in this school year. The school arranges teachers to take part in training activities to deepen their understanding of curriculum planning and constantly improve their teaching skills, enhancing the effectiveness of learning and teaching. The management is willing to listen to teachers' views and deploys duties in light of teachers' abilities, preferences and experiences. Teachers are arranged to join the functional groups that are led by experienced teachers, in which teachers are given exposure to a wide range of tasks to broaden their horizons. The team leaders also lead their team members in planning and implementing school-based activities to enhance their capability for leadership. The school has formulated a variety of clear guidelines for staff's reference which facilitate their handling of day-to-day affairs. The management and teaching team work as one to maintain good coordination and are strived to promote the school's continuous improvement.
- 1.2 The school has established a school self-evaluation (SSE) mechanism. The teaching team believes in the rationale of SSE. The management reviews the work effectiveness of each area from multiple perspectives by leading teachers to collect evidence through different channels. It also formulates the annual major concerns that are aligned with the review results. The school has regarded enhancing parent-child relationship as its major concern over the past two years. It has organised diversified activities for parents to serve as volunteers and participate in festivities and parent groups, thereby enhancing their parenting skills and understanding of the school life and developmental characteristics of their children to build a family life that is communicative and harmonious. Parents have actively participated in the activities and recognised the results. Positive feedback has been received from

parents. To further respond to the needs of non-Chinese speaking (NCS) parents, the school has organised parent-child activities that are held in English in this school year. Such arrangement is appropriate. The deployment of the implementation strategies for the major concern is appropriate and all tasks are carried out as planned.

- 1.3 The school caters for the diverse needs of children. The school has set up a clear mechanism to identify children with special needs and tapped external resources properly to offer referral and support services to children. The school also strives to assist NCS children to settle into their school life. Trainings are arranged for teachers to grasp the cultural background and learning needs of NCS children and keep abreast of relevant support strategies and skills, thereby building an inclusive campus. Teachers maintain close liaison with parents. They track the learning and developmental progress of children and facilitate children's development with parents collaboratively. The school informs parents of its development direction and undertakes parent education through circulars, parents' day, seminars, etc. The school has set up a parent-teacher association where parents assist the school in organising large-scale events to deepen their understanding of the school, as well as enhancing home-school cooperation. Parents trust and support the school. They also take the initiative to assist with the implementation of each school task, which lends support for the school to enhance the quality of education.

## **2. Learning and Teaching**

- 2.1 The school designs its curriculum using themes through an integrated approach which covers different learning areas and is in line with children's interests and life experiences, helping children to construct knowledge, develop skills, as well as cultivating positive values and attitudes. To promote national education and foster a sense of national identity among children, arrangements have been made by the school for children to sing the national anthem during morning assemblies and attend flag-raising ceremonies on special days. Children learn about traditional Chinese festivals and custom through learning activities. The school also showcases traditional Chinese characteristics and enhances children's understanding of Chinese culture through open days and other mass gatherings, in which paper cutting, tea appreciation and pottery activities are introduced. In this school year, the management leads teachers to review the content of school-based curriculum and considers developing a spiral curriculum as the school's major concern such that they

have reformulated the teaching progress to strengthen the interface between the curriculum of each grade level. They have also designed teaching aids at different levels to cater for the learning needs of children. The school arranges children to engage in music, physical, art and free choice activities every day to foster their balanced development. Nevertheless, some activities are short in duration. The school is recommended to revise the daily schedule and consolidate two sessions of free choice activities such that children can have ample time to participate in all learning activities, enhancing the learning effectiveness. In addition, some homework in K3, for example, reading comprehensions and sentence rearrangements, is excessively difficult and does not meet children's abilities and learning needs. The school is required to examine the design of the homework and amend it accordingly.

- 2.2 Teachers carry out assessment of child learning experiences based on continuous observation and record and they develop learning portfolios for children containing formative and summative assessment data to serve as evidence of children's growth. Teachers devise assessment items in light of the teaching objectives of each grade level and develop specific assessment criteria to increase the objectivity and consistency of the assessments. Teachers adjust the assessment items for children with special needs and NCS children such that their learning and development can be reflected more precisely. Parents also provide information about their children's social performance, living habits and moral characters in accordance with daily observation so that teachers can understand children in a more holistic manner.
- 2.3 The school has developed a curriculum management mechanism. Teachers devise a curriculum outline for each grade level with reference to the teaching packages. The management conducts collaborative lesson planning with teachers to discuss teaching contents. The management attends meetings, scrutinises documents and observes classroom activities to monitor the implementation of curriculum and to advise teachers on teaching skills, activity arrangements and environment set-up in order to improve the teaching quality. Teachers reflect on the learning and teaching effectiveness every day and review the effectiveness of overall teaching activities, design of teaching aids and set-up of interest corners after the completion of each teaching theme with a view to taking appropriate follow-up actions. The school is advised to arrange relevant focuses of peer lesson observation in light of the objectives of its major concerns and the training needs of teachers for teachers to observe and exchange ideas, thereby reviewing the effectiveness of the major

concerns in a focused manner.

- 2.4 In this school year, the school has considered implementing diversified learning activities to enhance children's exploratory ability as another major concern. Teachers design interesting play to help children understand the characteristics of the environment and things and cultivate children's curiosity and attention through observation, comparison and testing. They extend children's learning to their home by designing parent-child activities that encourage parents to conduct simple experiments with their children at home, collect data and pictures, and keep records with drawings or photos. Children then share these records with their peers at school to encourage exchanges among them. Besides, the school has joined external support programmes. In the last two school years, it has made promoting the language development of children through the creation of a language-rich environment and enhancing the effectiveness of NCS children's learning of Chinese its major concerns. Teachers develop children's interest and ability in learning Chinese through arranging small group learning for children, adjusting homework and learning contents, as well as displaying more Chinese words or phrases related to their daily life in the classrooms. To further facilitate NCS children's comprehension and expression abilities in Chinese, teachers are required to communicate with and give instructions to children more often in Cantonese and to guide them to respond in Cantonese actively, thereby enhancing the learning effectiveness. Additionally, teachers are advised to optimise the set-up of reading corners by placing quality reading materials to encourage children to read more. Paired reading may also be conducted to build up children's reading interests and abilities.
- 2.5 The school plans the school premises properly and provides appropriate venues for children to engage in diversified learning activities. There is a spacious physical play venue with a sufficient and wide range of tools and comprehensive facilities which can meet children's interests. This helps strengthen children's motivation in participating in gross motor activities and increase their physical activity level, thus promoting their physical development. Teachers set up theme-based interest corners such as imaginative play corners, teaching aid corners and nature exploration corners in the classrooms. Teachers are recommended to examine the use of classroom space, make optimal use of floors and walls, as well as setting up interest corners that have ample space for activities with clear exploration objectives and an abundance of materials, such that interaction of children with the environment and

their peers can be facilitated, enabling children to fully engage in activities, apply their knowledge and unleash their imagination and creativity.

- 2.6 Teachers put much effort into preparing teaching materials and make good use of real objects, books, self-made teaching aids, etc., to arouse children's learning motivation. They encourage children to share their thoughts and life experiences by raising questions, so as to help children boost their self-confidence and expression ability. Teachers are friendly and approachable. They care for children and praise them for their good performance frequently. Children are encouraged to make more attempts. Teachers are required to strengthen their classroom management skills and adopt effective strategies in light of children's needs, guiding them to follow the rules and focus on learning.
- 2.7 Children enjoy school life. They are engaged in activities including exploration, music and art and they are interested in learning. They are eager to answer teachers' questions and are willing to express their thoughts and feelings, demonstrating good language understanding and expression skills. Children are energetic and have good gross motor development as they play on the slides, ride bicycles and play on the seesaws at the physical play venue. Chinese-speaking children get along with NCS children. They learn and play together joyfully.

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

- 3.1 The school adopts a whole-school approach to SSE to plan the development direction and major areas of work for the school. The management is advised to lead teachers to collect and consolidate stakeholders' views more systematically and formulate successful criteria which are concrete and measurable while adjusting the implementation strategies as needed in a bid to evaluate the effectiveness of work in each area in a more accurate and focused manner, thereby further strengthening the effectiveness of SSE.
- 3.2 The school-based curriculum devised by the school is comprehensive and balanced. However, the school is recommended to review the arrangements of daily schedule and homework, thus providing children with ample time for different activities. It may also remove the inappropriate homework, in an effort to meet children's developmental and learning needs.
- 3.3 Children like joining free choice activities. Teachers are advised to optimise the set-up of the environment and interest corners, plan appropriate activity space and

offer abundant materials to facilitate interaction among children, the environment and their peers. Additionally, teachers are required to strengthen their classroom management skills and develop appropriate activity routines, thereby guiding children to focus on learning.