

School No.: 564451

Quality Review Report (Translated Version)

**Hong Kong Young Women's Christian
Association Choi Wan Nursery School**

Unit 109-114, G/F, Ngan Ho House, Choi Wan Estate, Kowloon

10, 11 & 13 March 2025

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region

This report can be reproduced in part or in whole, but should not be used for any commercial publicity. The original source should be cited when reproducing the report.

This English translation is for reference only. In case of discrepancy between the English version and the Chinese version, the Chinese version shall prevail.

Dates of Quality Review: 10, 11 & 13 March 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 school has close liaison with the affiliated kindergartens of the organisation. They organise joint-school activities together, and share their development directions for exchange of experience. The principal is familiar with the school culture and adopts transparent management while soliciting views from teachers and parents to lead the team to uphold the school mission in implementing the curriculum and various tasks. The school has clear safety guidelines, which teaching staff follow conscientiously. The team adequately looks after children's diet and rest at school to ensure that children carry out activities in a safe and hygienic environment and enjoy their school life. The school assigns duties to teachers properly and strengthens the teaching effectiveness through peer lesson observation and sharing sessions. The school fosters a harmonious and caring atmosphere. The team has a sense of belonging to the school and actively exploits an encouraging spirit to drive the sustainable development of school.
- 1.2 The school has a well-established school self-evaluation (SSE) mechanism and adopts a whole-school approach to roll out and review work plans. In tandem, the school takes into account its development to set the annual major concerns. It attaches importance to cultivating children's positive values and attitudes. Last school year, the school focused on nurturing children to treat people with courtesy. Through teacher training and sharing sessions, the school sharpened team members' skills in designing and conducting related activities. Meanwhile, it launched award

schemes and arranged parent-child activities, encouraging children to be polite in daily life. The work plans have delivered results. This school year, the school sets specific goals based on the developmental needs of children in each grade level for them to understand, embrace and express their emotions steadily. The school formulates suitable work objectives and strategies in aspects of teachers, children, parents, etc., and evaluates the effectiveness of the work plans in an ongoing manner for implementing the cyclical SSE process, viz. planning, implementation and evaluation.

- 1.3 The school cares about and accepts the diverse needs of children. Teachers observe children's performance carefully and adjust the teaching strategies aptly to facilitate children's learning. The school plans suitable adaptation activities for newly admitted children to gradually familiarise themselves with the campus. Teachers arrange experiential activities thoughtfully and invite the graduates to share experiences at school, helping K3 children learn about primary school life and learning modes, supporting their psychological readiness for promoting to primary one. The school maintains a close relationship with parents by several communication channels and invite them to serve as volunteers. The school also plans parent lesson observation meticulously as it plays video highlights of children's daily school life and conducts on-site classroom visits for parents, which allow parents to keep track of their children's performance and development at school. The school regards parents as partners. It organises parents' meetings and sharing sessions to assist parents in understanding its development direction and underlying rationale while collecting and taking note of parents' ideas in an orderly manner, facilitating children's healthy growth with concerted efforts.

2. Learning and Teaching

- 2.1 The school makes reference to the teaching packages to design an integrated and comprehensive curriculum. Teachers prepare topics for project learning in light of children's interests for them to develop positive values and attitudes as well as constructing knowledge and skills through first-hand experience and exploration. The school incorporates elements of Chinese culture into the curriculum. Children gain an exposure to traditional craftsmanship by drawing patterns of blue and white porcelain, manipulating shadow play puppets and other experiential activities and festivities. They also attend the national flag raising ceremony to learn the symbols of our country and the relevant etiquette, developing a sense of national identity. Children are provided with sufficient time to engage in music, physical, art and free choice activities every day. The school arranges different learning modes, including whole-class, group and mixed-age games to foster the social development of children.
- 2.2 The school has formulated an explicit policy on the assessment of child learning experiences. It devises assessment items for various learning areas based on the curriculum content and frequently reviews the appropriateness of the items to reflect children's performance accurately. Teachers conduct objective assessments according to the criteria and keep parents informed of their children's learning progress through meetings and regular distribution of assessment forms, observation records and other information. However, some English assessment items do not meet children's developmental needs at kindergarten stage and must be revised. The school makes use of the assessment information to review the individual needs of children with a view to adjusting teaching. It is recommended that the school may refer to the overall performance of children in the whole school or in each grade level to inform curriculum planning.

- 2.3 The school has a proper mechanism for curriculum coordination, monitoring and review. The team carries out meetings regularly to schedule and revise the curriculum outline of each grade level. The management scrutinises teaching documents and walks through classrooms to keep track of the curriculum implementation. It gives timely guidance to teachers and proposes revisions. Teachers conduct reflection every week, as well as at the end of each theme and school term. They examine the extent to which the objectives have been achieved against children's performance and render specific suggestions for improvement on activity design and teaching strategies. They also plan the learning content with reference to their reflection, which is conducive to increasing children's learning efficiency.
- 2.4 Last school year, the school purposefully introduced moral education to step up effort to cultivate children to treat others with courtesy. Teachers developed storybooks by themselves and designed board games for children to learn attitudes such as being polite, grateful and caring for others. Children were encouraged to speak softly, have the courage to admit their mistakes and line up patiently. Teachers were amiable and kind. They always gave concrete praises to children and cultivated children's positive values through their actions. Besides, the school launched parent-child award schemes for children to practise polite behaviour at home. The team reviewed the effectiveness of the plans at opportune times and added new class-based moral programmes in light of performance of children of each grade level. It also motivated children to observe the rules of etiquette at home. Additionally, the school held sharing sessions for parents to learn tactics for nurturing children's good behaviour in daily life. As observed, children expressed their thoughts politely by saying phrases involving "please", "thank you", "would you mind" and so forth, depending on various contexts. Children were able to give precedence to their peers

out of courtesy and share items, showing friendliness. Hence, the effectiveness of the plans has been observed.

2.5 This school year, the focus of the school falls on emotional education so as to help children manage their emotions. Teachers guide children to discover ways of expressing emotions through storytelling, role-play, artwork appreciation and so forth. Mood corners are set up in classrooms for children to share their feelings about going to school. Teachers are patient and caring. They care for children and are willing to listen to, respect and embrace children's thoughts. With parent-child activities, parents get hold of positive parenting and measures to soothe children's emotions. Children are calm and always wear a smile to take pleasure in sharing their ideas. The campus is imbued with a joyful learning atmosphere.

2.6 The school environment is clean and comfortable. A great variety of children's artworks are displayed in classrooms and the lobby for children to appreciate one another. Teachers of all grade levels jointly set up the imaginative play corner in the lobby where abundant materials are placed. The corners are also designed attractively. K3 children play the role of a waitperson to take orders and serve the diners that are acted by K2 children. The waitpersons lead diners to the checkout in a good manner. Children play together and collaborate happily. Books are neatly placed in classrooms. Children love reading aloud and sharing story content with one another, possessing a strong interest in reading. Reference books and materials are available in the art corners. Children make traffic lights out of popsicle sticks and colour paper sheets, or draw and design a fabric collage of Qipao to enjoy the pleasure of creating. Simple experiments are set up in the exploratory corners. Children mix colours together and observe the changes attentively, and test the transparency of different materials using torch light. Some children keep testing how toy cars slide down at different positions, showing their exploratory spirit.

Teaching aids are manipulative and attached with the function of answer checking, helping children consolidate what they have learnt. Some of them are designed in two levels of complexity to cater for the diverse needs of children.

- 2.7 Teachers are passionate about education and well-prepared for lessons. For instance, they carry out tests or have site visits in advance to ensure that the activities are viable while preparing pictures and self-made teaching aids to facilitate teaching. Teachers explain clearly and speak lively to draw children's attention to learn. They also ask questions at opportune times to guide children to share opinions. There is a tacit understanding among teachers. They collaborate with one another, leading the smooth conduct of activities. In music activities, teachers guide children to feel the variation of songs and perform different movements along the melodies to express feelings and unleash creativity. Children move their bodies naturally when singing to show a good sense of rhythm. Teachers utilise physical venues and set up a wide range of facilities where children can ride tricycles, climb and jump to develop balancing and coordination skills as well as learning to use tools. In tandem, children can choose equipment by themselves for designing games. Children have an adequate amount of exercise. Teachers make careful observation and provide timely guidance to assist children in understanding proper postures and developing strong physique. During free choice activities, teachers provide more materials aptly to enrich the activity content, extending children's learning. In review sessions, teachers employ a diversity of strategies to encourage children to share their experience during activities, along with difficulties encountered and solutions adopted, thus inspiring children's learning. Teachers have good classroom management skills, and develop and implement classroom routines effectively. Furthermore, teachers support the diverse needs of children through individual guidance, seating arrangements, homework adjustment and by other

means. Children take the initiative to pack things and keep the classroom tidy. They are able to queue up for things, demonstrating that they are self-disciplined and observe rules.

3. Recommendations for Enhancing Self-improvement of School

The school creates a harmonious and caring school culture. Members of the team have a sense of belonging to the school. They possess an encouraging spirit and promote the continuous development of school. However, the school is required to revise the assessment items for English based on the developmental needs of children with a view to meeting their developmental needs. The school could build a cooperation network for parents while capitalising on parents' strengths to facilitate school activity planning and implementation, hence enhancing partnership between parents and school.