

School No.: 524441

Quality Review Report (Translated Version)

Hop Yat Church Shin Ka Chuen Memorial Kindergarten

**26 On Shing Street, Ma On Shan, Shatin, New Territories
(Including Child Care Centre)**

26, 27, 28 February & 1 March 2024

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region

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Dates of Quality Review: 26, 27, 28 February & 1 March 2024

☒ **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 communication with the leadership team through regular meetings and receives timely advice and assistance from the leadership team when reporting the school's situation. Management members work closely together and form different working groups in response to the school context. They also allocate duties in light of the strengths and experiences of the teaching team, empower and guide teachers to follow up on various domains of work as well as monitoring and supervising the school tasks proactively, resulting in a smooth daily operation. The school plans training according to the major concerns and needs of teachers. Teachers are arranged for lesson observation activities to learn and observe from one another while fostering professional exchange. Each member of the team works earnestly and can discharge their duties respectively to promote the school development with concerted efforts.
- 1.2 The school has established an explicit school self-evaluation (SSE) mechanism and formulated work plans based on its context. The management leads teachers to review the implementation and effectiveness of the major concerns and refer to the views of stakeholders to chart the development direction of next school year. In this school year, the school regards fostering children's physical development as its major concern in view of children's needs and carries out relevant works from the perspectives of teacher training and increasing the supply of physical equipment. For the purpose of cultivating children's curiosity and exploratory spirit, the school takes improving the environment set-up as another major concern with the plan of organising teacher training, experience sharing and so forth. Such strategies are appropriate and relevant work has been rolled out.
- 1.3 The school caters for learner diversity and establishes an explicit identification and referral mechanism to support children with special needs. Teachers provide proper care to children who are newly admitted and those who are about to be promoted to primary one in order to facilitate their adaptation of new learning environment. The

school keeps contact with parents through daily phone calls and engaging parents in lesson observation and volunteer service. Meanwhile, the school holds seminars based on parents' needs to boost their parenting skills. Apart from supporting the school's parent-child activities, the parent-teacher association also gathers and follows up on the views of parents, acting as a bridge of communication between the school and parents. Parents recognise and support the education rationale of the school. They nurture children's healthy growth with the school collaboratively.

2. Learning and Teaching

- 2.1 The school devises themes in accordance with the life experiences and interests of children and organises a curriculum that covers all learning areas using self-prepared books. The curriculum content accommodates the cultivation of values and attitudes as well as acquisition of skills and knowledge in children. The school arranges a variety of visits and experiential activities for children, which is conducive to deepening their knowledge of the themes. In addition, children can learn about and practise virtues such as being responsible and grateful through story sharing and award schemes of the school. With respect to promoting reading, the school not only encourages children to borrow books to read and recommend books to their family members, but also introduces parent-child and teacher-child reading sessions at the campus to help children build reading habit and interest. Children are assigned to participate in activities such as the national flag raising ceremony, traditional festivities and ink painting, which is favourable to children's understanding of Chinese culture and cultivation of their sense of national identity. As for the daily schedule, the school recognises learning through play for children. A designated play session is set up once a week for children to design physical games with their own choice of equipment and materials. However, some pieces of Language and Early Childhood Mathematics homework of K3 are rather difficult. The school must remove the relevant parts. The school has planned to revise the arrangement of subject-based learning for K3 children during the kindergarten-primary transition activities in the last school year for meeting children's abilities and developmental needs.
- 2.2 The school develops the assessment of child learning experiences according to the curriculum objectives. It continuously observes and records children's performance while creating learning portfolios for children to maintain thematic

assessments, children's works and other information. In tandem, the school invites parents to share the living habits of their child at home to assist teachers in understanding children's performance at home. By means of parents' day and daily liaison, teachers let parents grasp the development of children. Besides, the school reviews the assessment information and performance of children so as to adjust the homework for children in need.

- 2.3 The management steers teachers to devise learning content and teaching plans, and then examine the teaching effectiveness with regard to the learning areas upon completion of themes. The management also monitors and keeps track of curriculum implementation through classroom walkthroughs, lesson observation, scrutiny of curriculum documents, etc., and renders guidance and advice to teachers at an opportune time. Teachers have developed a habit of reflection and they review the effectiveness of the activities against children's performance.
- 2.4 In this school year, the school takes fostering children's physical development as its major concern, and hence it arranges relevant teacher training, acquires physical equipment and adapts the content of physical activities in view of the experiences gained from training. As observed, teachers placed abundant activity items in physical play venues, where children can choose from wood ladders, building blocks, tyres and so on of their own accord to create games together. Some children simulated various scenarios to unleash their creativity, thus developing gross motor skills and body coordination. Children could also participate in group games and different physical activities such as riding tricycles and climbing frames. Yet, children had to wait for a considerable period of time for some of the activities. Teachers are advised to review the arrangements to increase the amount of exercise for children.
- 2.5 The school premises are spacious, bright and neat. Children's works and thematic learning information are displayed along the corridors and in the classrooms for children to read. In connection with the major concern of improving the environment set-up, the management offers training to assist teachers in grasping the related main points. The school grows a wide range of plants in the outdoor area for children to observe and look after them. Additionally, teachers put real objects like food and kitchen utensils in the classrooms with the theme about diet. Children are pleased to explore with their senses, including comparing the shapes and textures of food. There are ample materials in the art corners for children to select suitable materials freely and make different types of food props. They actively introduce

their works to others as well. Some children even take the initiative to help their peers. The corner activities are designed attractively to increase interaction among children so that children can practise what they have learnt. For instance, children imitate buying and selling food in the role-play corners, during which they are able to read the menu and apply simple mathematical concepts while sharing experiences with their peers to learn interpersonal attitudes and etiquette. Overall speaking, the setting of the interest corners is conducive to children's learning and arouses their curiosity and cultivates their exploratory spirit. The effectiveness of the work plans has been observed. Teachers always play with children and intervene to provide assistance in a timely manner. Teachers lead children to connect their life experiences with the activities and conduct reviews with children after play. Some teachers can identify the difficulties children encountered in the course of the activities and aptly ask children to share their solutions to problems after play, leading children to admire and learn from one another.

- 2.6 Teachers are amiable and friendly. They care about children, praise children's good behaviour from time to time and guide children to appreciate peers. All these facilitate children to cultivate positive values. Apart from providing chances for children to manipulate real objects to construct knowledge from the experience, teachers also invite children to show the pictures or items they collected with their families so as to increase children's awareness of things and opportunities in verbal expression. Furthermore, teachers interpret stories in a vivid way to attract children to listen attentively. As for the music activities, teachers lead children to sing and play musical instruments, and immerse themselves in the scenarios and move their body in response to music. The performance of children displays musicality.
- 2.7 Children love going to school and they are devoted to taking part in various learning activities and express their thoughts and views actively. Children are also self-disciplined, obedient and friendly, greeting others with courtesy. They are willing to help others and always play and learn together, getting along well with one another. Children enjoy reading and some of them share the story content with their peers. Children are curious and exploit their creativity during play while connecting their learning with their life experiences. In tandem, children are able to put on and take off their shoes by themselves and are active to tidy up toys and items, possessing good self-care abilities.

3. Recommendations for Enhancing Self-improvement of School

The school conducts SSE by adopting a whole-school approach. Upon the existing foundation, the management may keep leading teachers to review the activities and collate the reflection findings in a bid to gain further insight into the implementation of major concerns relating to learning and teaching as well as enhancing the work effectiveness. Besides, the school has planned to revise the arrangement of the kindergarten-primary transition activities, which heads for the right direction. The school is required to remove the difficult part of homework for K3 in order to cater for children's developmental needs.