School No.: 158674

Quality Review Report
(Translated Version)

Kin Sang Lutheran Kindergarten

G/F., Wings A & B, Hong Sang House, Kin Sang Estate,
Tuen Mun, New Territories

17, 18 & 20 March 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: 17, 18 & 20 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 leadership team supports the school. It understands the school development by attending meetings and scrutinising school reports, and offers necessary assistance. The school keeps contact with peer schools to jointly plan curriculum development and administrative tasks, facilitating resource sharing among schools. The management has served the school for years. It shows respect and care to staff and is willing to listen to and consider their opinions. Moreover, the management assigns duties appropriately in light of the abilities and preference of teachers. The school has put in place explicit codes of practice and guidelines for staff so that team members can discharge their duties in different positions, resulting in smooth daily operation. Teachers have a sense of belonging towards the school. They get along well and drive the school forward with concerted efforts.

1.2 The school recognises the rationale of school self-evaluation (SSE). The management leads teachers to review the implementation of tasks on a regular basis while mapping out the development direction of the coming year at the end of the school year based on the findings in SSE. The school has regarded facilitating children's understanding of Chinese culture and art as its major concern in the recent two years. It made proper deployment in aspects like curriculum design and environment set-up in the last school year. In this school year, the school enhances home-school cooperation by arranging for parents to assist in conducting games relating to Chinese culture in order to pool their efforts, letting children experience

the beauty of traditional Chinese art. The school regards strengthening children's language expression abilities as another major concern in this school year. It organises training to sharpen teachers' skills in designing and carrying out relevant learning activities. The work plan is being implemented in a step-by-step manner and the effectiveness is yet to be observed.

1.3 The school has an identification and referral mechanism for children with various needs to undergo assessments and receive proper guidance the soonest. The school holds adaptation activities for newly admitted children and their parents such as the parent-child activities before the commencement of the school year and meetings for parents of the newcomers. In tandem, the school adopts a progressive lesson time at the early stage of school admission, helping children integrate into school life. The school regards parents as important partners and maintains close communication with them through diversified channels. In view of the needs of parents, the school utilises external resources to organise parenting talks and workshops to enhance their child-rearing skills and foster parent-child relationship. The school taps parents' expertise and often invites them to serve as volunteers at the school. Parents tell stories and share things about the learning topics with children, giving full play to the spirit of home-school cooperation. The parent-teacher association has been established for years. It assists the school in gathering parents' views and suggestions while helping the school carry out different activities, effectively acting as a bridge between parents and the school. The school and parents trust each other. They join hands to nurture the growth of children.

2. Learning and Teaching

2.1 The school selects real-life themes to design an integrated curriculum. The content is comprehensive and covers all learning areas with a view to cultivating positive

values and attitudes in children as well as facilitating their acquisition of skills and construction of knowledge. To facilitate children to learn various skills and unleash their potential, the multi-intelligence day has been scheduled for some Fridays, with a variety of activities including dance, exploration and snack making. However, children of some classes have limited opportunities to engage in free choice activities. Besides, children are arranged to do rhythmic movements or physical exercises during the morning assemblies from Mondays to Thursdays. Yet, these activities somewhat lack music and physical elements. Time allocated for music activities of whole-day classes is slightly inadequate as well. The school must conduct a holistic review of the arrangement of the relevant activities and refine the daily schedule for children to have a balanced development. With respect to homework, the school requires K3 children to complete English phonics exercises and drills on calculation in Early Childhood Mathematics. The school is required to review and revise the homework design and remove the inappropriate parts so as to accommodate the developmental needs of children at the kindergarten stage.

2.2 The school has formulated a policy on the assessment of child learning experiences. It devises assessment content based on the learning objectives of the curriculum outline and adopts continuous observation to understand children's growth. In thematic assessments, teachers record children's performance in each learning area and provide detailed written descriptions and analyses of children's participation in the activities. Teachers also invite parents to share information about their children's living habits so as to keep track of children's overall development from multiple perspectives. Teachers conduct summative assessments with children at the end of a school term. However, the results of some assessment items are derived from the average scores of thematic assessments, which fail to reflect children's developmental progress at different stages effectively. The school may continue to

follow up on the recommendation of the previous Quality Review to make revisions accordingly.

2.3 The school has established a curriculum management mechanism. The management plans the curriculum for all grade levels together with teachers. It examines and adjusts the teaching progress according to the child assessment results while understanding the curriculum implementation by means of walking through classrooms, attending meetings, scrutinising teaching documents and so forth. The management gives teaching demonstrations to assist the team in mastering skills in conducting music activities. Teachers have collaborative lesson planning before the commencement of a theme and make reference to the curriculum review findings of the last school year to discuss the learning content and activity design. Additionally, teachers reflect on the effectiveness in light of the learning objectives of each learning area and the performance of children. Follow-up action is proposed based on the needs of the individual child, thereby enhancing the learning efficacies of children.

2.4 The school has been taking facilitating children's understanding of Chinese culture and art as its major concern in the recent two years in order to foster a sense of national identity in children. Teachers employ a project approach to guide children to learn about the custom of Lunar New Year. By making glutinous rice balls and taking part in dragon and lion dances, children can experience a rich and vibrant festive atmosphere. The school begins with the environment set-up by carefully designing experiential activities in a vacant classroom that specifically focus on the theme of traditional art and food culture in China. As observed, such activity area was very popular among children. With the help of parent volunteers, they wore Cantonese opera costumes, waved the water sleeves and tapped gongs and drums with peers for accompaniment on the stage. In tandem, children focused on drawing colourful patterns on opera masks or learning to brew tea using Chinese

teaware and tea leaves, hence experiencing Chinese culture through first-hand participation. Building on the existing good foundation, the school may incorporate the learning elements of Chinese culture into the curriculum in a more systematic manner in a bid to enhance the coherence between learning themes and activities.

2.5 The school has been optimising its campus facilities proactively in recent years by planning the zones for feeding and planting along the corridors, allowing children to observe and take care of small animals and potted plants, thereby learning to respect life. The school builds a little tree house in the lobby, along with a wide range of books, puppets, etc., so that children can concentrate on reading amid a cosy and serene environment. Teachers utilise classrooms and indoor playground to set up a great variety of corner activities. Ample materials are provided for children to manipulate freely during the free choice activities, which arouse their learning interest. Teachers create a Chinese restaurant scene in the shared family corner for all grade levels. Children love engaging in role-play in this corner, acting as chefs to make different types of dim sum with light clay, or as waiters serving customers actively. Children often communicate and cooperate with one another during the course of events, which is effective in promoting language and social development. Teachers meticulously design exploratory games with clear goals and simple steps for children's reference. Children take turns shaking transparent plastic bottles and observe the swirls formed therein. They use a heart-rate monitor to measure their heart rate before and after exercising, and then make a comparison. Children are eager to participate in the activities and actively share their experimental results with others, showing their curiosity about the surroundings and exploratory spirit. Suitable tools and materials are placed in the art corners. Children are willing to draw their favourite characters or create three-dimensional artworks, unleashing their creativity. Teachers observe children's participation during free choice activities

and offer support as required, and play with children together, thus promoting their learning.

2.6 Teachers cater for learner diversity. They understand children's individual needs and provide timely intervention and proper guidance. Teachers design interesting experiential activities based on themes, assisting children in acquiring experiences and knowledge through observation and hands-on manipulation. Teachers generally have good communication skills and are able to attract children to listen attentively. Teachers assign group tasks for children to work together and complete the tasks in activities, increasing their participation in lessons. However, teachers are advised to provide more opportunities for children to express their thoughts and feelings in order to improve their speaking abilities with a view to boosting the effectiveness of this school year's major concern on enhancing children's language expression. During physical activities, teachers guide children to stretch their limbs and learn basic physical movements, while allowing them to play on slides, climbing frames and ride tricycles according to their preferences. They demonstrate good body coordination. Teachers lead children to sing and play musical instruments along the beat in music activities. They could guide children to listen to and identify the rhythm and melodies of songs as well as encouraging them to express their emotions through body movements, thereby strengthening the effectiveness of music activities.

3. Recommendations for Enhancing Self-improvement of School

3.1 The school formulates its major concerns in alignment with the development trends of kindergarten education and the needs of children. Yet, when mapping out work strategies, the school must devise success criteria based on children's learning performance to examine the effectiveness of the plans more accurately for informing

the planning of the next stage, promoting the continuous advancement of the school. According to the development focuses of each year, the school arranges for teachers to join external support programmes. It may strategically plan training activities according to teachers' needs, thereby further fostering the professional growth of the team.

3.2 The management is required to lead teachers to refine the daily schedule for children to have sufficient time for music and free choice activities every day to facilitate their balanced development. The management must also cancel the inappropriate homework for K3 to meet children's abilities and needs. Furthermore, the school is advised to continue to follow up on the recommendation of the previous Quality Review to revise the practice of summative assessments to reflect children's developmental progress at different stages effectively.