

**School No.: 324248**

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

**Kwun Tong Baptist Church Kindergarten**

**G/F (Part), 4/F to 5/F, 83 Kung Lok Road, Kwun Tong, Kowloon**

**26, 27 & 29 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: 26, 27 & 29 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 With the support of the leadership team, the school co-organises joint-school teacher training with the affiliated schools of the organisation and holds parent-child and large-scale activities in borrowed venues. It receives support in terms of teaching team building, parent education and the work related to learning and teaching. The management has served the school for years that it keeps track of the school culture and development progress. A clear management structure is established where teachers are assigned to take turns serving as grade level coordinators, being responsible for co-ordinating and following up on the academic affairs of the same grade level to play the role of passing on information in both top-down and bottom-up manners such that teachers can accumulate work experiences in various domains. The school motivates teachers to pursue further studies while enhancing training in emotion alleviation and communication skills at opportune times in light of the school context, which meets their needs. The school arranges lesson observation and exchange sessions to encourage teachers to share their teaching experiences for strengthening their professional capacity. The teaching team is stable and its members have developed rapport at work, promoting the steady advancement of the school with concerted efforts.
- 1.2 The school applies the cyclical school self-evaluation (SSE) process of planning, implementation and evaluation into daily operation. The management steers the team to gather views of stakeholders and analyse the survey findings, performance

of children and other evidence for reviewing the work effectiveness of different domains. The school has been regarding promoting positive education as its development focus in recent years. Last school year, the school deployed strategies in aspects of teacher training and parent education. It also utilised grants to launch award schemes, integration activities, etc., fostering a caring culture on campus and developing a positive attitude towards life in children. The major concern dovetails with the needs of children and their families. The school adjusts its strategies in this school year, allowing teachers to have more chances to put relevant teaching skills into practice and implement the plans according to the expected goals.

- 1.3 The school upholds the mission of the organisation and strives to cater for and embrace learner diversity with the philanthropic spirit. It establishes a proper mechanism to identify children's special needs, distributes supporting kits and teaching aids to parents as well as collaborating with multi-disciplinary professionals to offer appropriate care for children. Regarding the kindergarten-primary interface, the school invites parents of the graduates and primary school principals to school to share information of primary one admission. In tandem, it organises visits and experiential activities to get K3 children psychologically prepared for entering a new learning stage. The school attaches importance to parent education. It maintains communication with parents through multiple channels and follows up on children's learning and development. The school also arranges different kinds of parenting seminars, parent-child outings and sports day to facilitate the child-rearing skills of parents and their relationship with their children. The parent-teacher association has been formed in this school year. It discusses volunteering services with the school while assisting in relaying parents' opinions, hence performing the function of a communication bridge between home and school progressively to promote the continuous development of the school.

## **2. Learning and Teaching**

- 2.1 The school makes reference to the teaching packages and selects suitable picture books to devise learning themes and organise an integrated curriculum. The curriculum content fully covers all learning areas for cultivating children's values and attitudes as well as helping them develop skills and construct knowledge. Teachers arrange thematic extended activities based on children's interest and needs. Meanwhile, picture books are used as an introduction to develop class-based project learning to cater for the learning needs of children. The school has been striving to promote life education for years. It stipulates various foci for each grade level and aligns with corresponding stories to design activities, so that children can nurture their virtues such as self-confidence and bravery through play and discussion. The school holds a multi-activity week and outdoor learning days to enrich children's learning experiences through exploration and visits. The school puts emphasis on the promotion of Chinese culture and assists children in gaining knowledge about traditional culture through the cultural experiential day and festivities. Moreover, the school conducts the national flag raising ceremony on important days for children to stand solemnly and look at the national flag raised by teachers to cultivate a sense of national identity. The daily schedule of the half-day classes is arranged properly. The school should further review the daily schedule of the whole-day classes so that children can achieve a balanced development. Besides, some of the learning content of Early Childhood Mathematics for K3 in the second school term is rather difficult. The material kits of parent-child activities for all grade levels involve profound scientific principles and techniques. The school is required to revise them altogether to tie in with the developmental needs of children at kindergarten stage.
- 2.2 The school formulates a policy on the assessment of child learning experiences and sets assessment items based on the teaching objectives. Teachers evaluate

children's performance in different learning areas in accordance with specific criteria. Teachers illustrate with photos and simple words how children perform in activities and regularly distribute the assessment information to parents to keep them informed of the learning progress of their children. At the end of a school year, the school concludes children's growth in each aspect. Yet the results of some items are derived from the average value of the relevant thematic assessment information. The school is required to revise such practice so that children's development at different stages can be truly reflected. Teachers analyse the assessment results and then take follow-up action. The school is recommended to choose the corresponding child assessment information as evidence to review the effectiveness of the major concern.

2.3 The school has established a curriculum management mechanism. The management conducts collaborative lesson planning with teachers of each grade level to advise on teaching design. It also keeps abreast of the effectiveness of curriculum implementation through routine classroom walkthroughs and review meetings. Teachers reflect on teaching and mainly comment on children's performance. They carry out discussion by grade level periodically to examine the effectiveness of various types of activities and environment set-up in a holistic manner. Teachers refer to the review results and child assessment information to inform curriculum planning.

2.4 The school values positive education. In this school year, it takes forward last year's work plan, and the major concern is to facilitate the emotional health of children while enhancing their self-confidence and the sense of belonging to the school. Teachers attempt to employ the strategies of positive teaching. For example, wheel spinners of emotion have been set up in classrooms. When children have emotional ups and downs, they can select methods of what to do from the

spinners. As observed, children actively posted emotion pictures in the emotion corners to show their own mood. In tandem, they were willing to share their thoughts towards their surroundings with their peers during activities. Children have learnt to express their feelings in a positive way, which is conducive to coping with negative emotions. A trial run of collective discussion has been started in K3 and it is taken forward for other grade levels in this school year. During afternoon activities, teachers steer children to review the needs of each class and figure out solutions to problems together such as reminding peers to speak softly. Teachers carry out games to guide children to learn team spirit and comment on the performance of peers from an appreciative point of view, which is effective in enhancing the harmonious atmosphere in classrooms, hence children have a deep affection for the school.

2.5 The campus is spacious and comfortable. Children's two-dimensional and three-dimensional artworks are displayed in the classrooms and along the corridors to light up the campus. The school utilises the lobby area of each floor and arranges adequate space for children to engage in physical and music activities. There are play facilities, physical items and materials in the indoor playground for children to use. Children can borrow books at the book crossing corner, in addition to reading the books placed in classrooms. Teachers set up diversified interest corners in the classrooms. Children imitate picnicking in role-play corners. They serve food and tableware models to others hospitably to foster interaction and communication among one another. There are sensory walls and different things in exploratory corners. Children explore wind using a portable fan and a pinwheel. They attach a plastic cup on the surface of an inflated balloon to feel the effect of air pressure, showing excitement. Children are attentive in constructing building blocks. They made several attempts to put a hexagonal building block stably on a table,

demonstrating their problem-solving skills and exploratory spirit. Music corners are set in the classrooms where children can play many musical instruments from time to time to accumulate more experiences in music.

2.6 Teachers embrace children with different backgrounds and abilities, and provide guidance patiently. Teachers often encourage children to express their opinions and feelings, and utilise picture books for teaching, leading children to extract information from pictures and develop a power of observation. Children are lively and friendly. They greet others warmly, speak eagerly and respond actively. Children show interest in music. They are engaged in singing and performing rhythmic movements. Meanwhile, they enjoy playing ensemble songs with glockenspiel and clave in the music corners together, demonstrating their sense of rhythm. During physical activities, children use a wide range of materials to create their own games. For instance, they collaborate to place a positioning pad, tyres, yoga blocks and so forth, and then jump, stamp their feet and leap with ease, revealing good gross motor and limb coordination. Some children conduct quiet activities during the physical activity sessions. Teachers are advised to remind children to fully seize the opportunity to take part in physical play for developing physique. Children follow classroom routines and tidy things up swiftly after activities, possessing good self-care abilities. Teachers should pay attention to the time children spend on learning with electronic devices so as to protect their visual health and ensure that children can revisit their learning before school dismissal, thus consolidating children's acquired knowledge.

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

3.1 The school has embedded the SSE rationale in its routine work. The management may increase teachers' participation in mapping out work plans in order to foster

professional capacity of the team. By doing so, strategies are deployed more systematically and adjustments are made in a timely manner in light of the implementation. Thus, the effectiveness of the plans can be further enhanced.

- 3.2 The school needs to adjust the daily schedule of whole-day classes, revise the rather difficult learning content of Early Childhood Mathematics in the second school term for K3, as well as the design of the material kits of parent-child activities for all grade levels, and improve the arrangement of summative assessments in a bid to tie in with the developmental needs of children, and truly reflect their development at different stages.