

School No.: 564397

Quality Review Report (Translated Version)

Lok Fu Rhenish Nursery

G/F, Wang Cho House, Wang Tau Hom Estate, Kowloon

7, 8 & 10 April 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: 7, 8 & 10 April 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 maintains communication with the management to get hold on the overall operation of the school. It also pays regular visits to the school to understand the staff's needs as well as providing administrative and resource support. The management attends joint-school meetings and organises large-scale activities with peer schools to facilitate experience and resource sharing. In tandem, it conducts different types of training for teachers and encourages them to practise what they have learnt, enhancing the overall effectiveness of learning and teaching. The management assigns duties according to teachers' abilities, and team members work collaboratively, leading to smooth daily operation. Team members are enthusiastic about teaching and have a sense of belonging to the school. They work together to promote the continuous development of the school.
- 1.2 The school has followed up on the recommendations of the previous Quality Review to refine the design of music and physical activities, and improve the arrangement of kindergarten-primary transition. In alignment with the organisation's development direction and the school-based needs, the school has been focusing on nurturing children's exploratory and problem-solving skills in recent years. In this school year, the school regards promoting Chinese culture as its major concern and devises strategies in various aspects, including teacher training, curriculum organisation and parent education. With the cyclical process of school self-evaluation (SSE), the team reviews teaching and the implementation of other activities. It evaluates the work progress and effectiveness based on children's performance and teachers'

reflection to properly adjust the implementation methods. All these are favourable for the plans to achieve the expected goals.

- 1.3 The school caters for the diverse needs of children. Apart from establishing an identification and referral mechanism, the school also sets up a task force. Teachers share their skills in caring for children with special needs during meetings while coordinating closely with parents and professionals to foster children's growth with concerted efforts. In response to the adaptation of the newly admitted children, the school flexibly adapts the daily schedule and learning progress, and gives children proper guidance. In tandem, the school invites parents to participate in school activities and sets up a support network for families with different backgrounds, helping children integrate into school life the soonest. Through parent seminars, lesson observation, parent-child workshops and so forth, the school increases parents' child-rearing knowledge and understanding of the school-based curriculum. In the last school year, the school formed a functional group to coordinate parent volunteers. The group arranged experienced volunteers as mentors and organised gatherings to unite parents. Parents trust the school and form a solid partnership with it.

2. Learning and Teaching

- 2.1 The school designs a comprehensive school-based curriculum centring around children's life experiences while planning a balanced daily schedule. It attaches importance to children's learning experiences and actively utilises community resources to arrange for children to visit museums, shop for food ingredients in a wet market, take part in farming, etc., based on themes. Moreover, through simple learning tasks of interviewing family members, gathering and sharing information, the school enables children to cultivate positive attitudes, acquire skills and construct knowledge from diverse experiences. Teachers borrow reading materials suitable

for children from public libraries to enrich the types of books at school. Meanwhile, they often recommend quality stories to children and launch parent-child reading and read-aloud schemes to jointly nurture children's reading interest with parents. The school is advised to develop the Putonghua teaching schedule for each grade level in the second school term according to themes, so as to refine the curriculum planning. Besides, it should revise the rather difficult language homework for K3 in the second school term to meet children's learning needs.

2.2 The school has established an effective mechanism for assessing children's learning experiences. The assessment items are in line with the curriculum objectives and children's all-round development. Teachers observe children continuously and document their learning in a concrete manner. In the meantime, teachers invite parents to share their children's self-care and moral behaviour at home to increase their understanding of children. The school systematically keeps the assessment forms in the learning portfolios and summarises children's progress in every school term to offer parents ways and suggestions on supporting the growth of their children. At the end of a school term, the team analyses the assessment information of each grade level to evaluate the effectiveness of the curriculum implementation, which serves as a reference for refining the teaching content of the next school year, hence informing the curriculum.

2.3 In respect of curriculum management, the management leads teachers to conduct collaborative lesson planning, discuss the learning focuses of each grade level, the arrangement of activities and the design of interest corners. It also keeps abreast of the curriculum implementation and renders the necessary assistance to teachers through classroom walkthroughs and scrutiny of documents. Peer lesson observation and experience exchange sessions are organised from time to time to facilitate teachers' professional growth. Teachers have built a habit of reflection.

They evaluate the implementation results according to activity objectives, and are generally able to make suggestions for improvement in view of children's performance, teaching processes and so forth. To further strengthen the effectiveness of curriculum management, the management has encouraged teachers to add photos of children's activities and environment setup when conducting reviews in recent years. Such information serves as a reference for planning the relevant work in the future, laying the foundation for curriculum refinement.

- 2.4 The school emphasises children's motivation for active exploration and has regarded nurturing children's exploratory and problem-solving skills as its major concern in recent years. Teachers adopt project learning to lead children to observe everyday problems and think of solutions collaboratively. For instance, as K1 children easily get splashed and wet when washing hands, an acrylic sheet is placed in front of taps after discussion to make simple anti-splash devices. K2 children jointly improve the book display method of mobile libraries in their classroom for easy access. K3 children use eco-friendly materials to collaboratively design an automatic water device to prevent the plants at school from withering after long holidays. During project learning, teachers guide children to discuss and grasp exploratory skills like questioning and prediction through trial and error and the adjustment of the production methods. In addition, teachers refine the exploratory corners of all grade levels to provide a variety of activities for children to take part in. For example, K1 and K2 children take turns to feed and tend fish and turtles to increase their sense of responsibility. K3 children keep track of caterpillars turning into pupa to learn about the life cycle of insects. Teachers design simple learning tasks with explicit steps and hints in the interest corners to inspire children to fold paper dragonflies in different ways and compare their gliding modes and distances. As observed, children asked questions proactively and conducted exploration seriously. They

were able to record test results about floating and sinking while looking up information about oceans, insects, etc., in kids' encyclopaedias, showing curiosity.

2.5 Promoting Chinese culture is another major concern of the school in this school year.

The team holds festive activities, arranges for children to enjoy folktales, taste festival foods, experience folk games and so forth, so that children can understand the customs and meanings of the festivals amid a blissful atmosphere. Teachers organise museum visits for children to learn about the characteristics of ancient architecture and traditional kitchen utensils. They then design extended activities, such as revisiting what children have heard and seen, and making craftworks of dim sum, to help children consolidate the learning experiences, thus deepening their understanding of the country and strengthening their sense of national identity. There are traditional art activities in each theme. The school intends to hold an art exhibition at the end of the school year and invites parents to come to school to appreciate children's works. In the mid-term review of the major concern, teachers stated that they had to enhance their artistic literacy to guide children to create artworks. Therefore, the management is planning relevant teacher training to improve the effectiveness of the work plans, which is on the right track.

2.6 The school environment is clean, neat and comfortable, with diversified and comprehensive teaching equipment available. Children's works, activity photos, etc., are everywhere on campus to effectively create a warm atmosphere imbued with child-like fun, and facilitate children's mutual appreciation. Teachers meticulously design interesting and interactive teaching aids. Children can choose different ways of manipulation based on their abilities, cultivating their active learning skills. Children play together. They read aloud the sentence patterns according to where the chess piece arrives, jointly revisiting the vocabulary learnt. Aquarium and forest scenes are set up in the imaginative play corners. Children put on costumes

of a tour guide or an adventurer to introduce marine life to others and observe insects in the forest, thoroughly enjoying themselves. An adequate amount and a wide range of materials are available in the art and craft corners for children to use as needed. Children draw their favourite things freely or make three-dimensional craftworks such as handbags and rockets, demonstrating their creativity. Reading corners are comfortably furnished and books are displayed in an orderly manner. In some classes, there are votes for children's favourite picture books, while booklets are compiled from children's activity worksheets, attracting them to read the reading materials. Children tell stories with hand puppets in the mini theatre, or they listen to the nursery rhymes recorded by teachers while finger-pointing to read words, showing a strong interest in reading. Letter paper and booklets of common words are placed in the K3 classroom for children to express their feelings to one another using simple words or pictures, learning language in a meaningful way. Teachers observe children's performance in free choice activities and then lead children to revisit their experiences. Teachers may focus on letting children share the episodes of the activities that are worth admiring or reflecting on to further elevate the effectiveness of learning through play.

- 2.7 Teachers are kind and amiable, patiently taking care of children's needs. Teachers give children sufficient time to respond after asking questions while respecting and accepting their views. Teachers put a lot of effort into designing thematic activities and explain clearly with self-made teaching aids and real objects. They also organise group activities, such as asking children to create posters about environmental protection or guiding children to walk blindfolded slowly to experience the everyday inconveniences for the visually impaired, to arouse children's interest in learning through diverse manipulation and experiences as well as fostering teacher-child and child-child interactions. Teachers adapt the learning

content in response to the pace of growth of children with special needs while offering individual guidance to assist the children in mastering their learning. Teachers select songs with lively rhythms and beautiful melodies to steer children to sing, play musical instruments and perform rhythmic movements in music activities, so that children can appreciate the beauty of music and its styles, and enjoy the fun of music activities. During physical activities, teachers provide abundant equipment and give proper instructions to help children grasp the basic movements. Some teachers are able to adjust the teaching strategies in light of children's abilities and performance, leading to positive activity effectiveness. Teachers encourage children to create artworks after appreciating famous paintings or observing their surroundings, but teachers' teaching skills vary. The school may foster team members to have more exchanges and sharing on arts to further enhance teachers' professional capacity.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The school has established an SSE mechanism by which it devises major concerns and implementation strategies based on the school context. It may make good use of the appraisal system to understand the professional development needs of the staff at different levels so as to nurture their capacities to plan, coordinate and monitor various tasks in a gradual manner, hence promoting the continuous development of the school.
- 3.2 The school should remove the rather difficult language homework for K3 children in the second school term to meet children's learning needs. The management is advised to foster observation and communication among team members to sharpen teachers' skills in conducting art activities and review of the free choice activities, thereby further enhancing the effectiveness of learning and teaching.