

**School No.: 563617**

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

**New Kowloon Women Association  
Tsz Wan Shan Nursery**

**G/F., Ching Yuk House, Tsz Ching Estate, Tsz Wan Shan, Kowloon**

**24, 25 & 27 February 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: 24, 25 & 27 February 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 convenes meetings regularly to understand the school operations and gives advice on the development directions of the school. Under the coordination of the organisation, the school and the affiliated schools capitalise on professional competencies to draw up the curriculum outline in collaboration while jointly holding graduation ceremonies, parent-child sports days and so forth for resource sharing. The school organises school-based training activities in alignment with the major concerns to deepen teachers' understanding of Chinese art and culture, and arranges peer lesson observation to foster teachers' exchange. Teachers are eager to pursue further studies. They reflect on what they have learnt and try to apply it in daily teaching. Team members cooperate and get along well with one another, willing to strive for the development of the school.
- 1.2 The school has followed up on the recommendation of the previous Quality Review to improve the daily schedule. It adopts a whole-school approach to implement the rationale of school self-evaluation (SSE). Prior to the completion of a school year, the school arranges for all teachers to refer to different types of data to review the effectiveness of each domain of work while tying in with external professional support and resources to devise the major concerns of the coming year. Upon the foundation of the last two school years, the school continues to regard strengthening children's understanding of Chinese art and culture as its major concern in this school year. It carries out activities relating to ink paintings, along with introducing

ceramics and blue and white porcelain to help children accumulate experiences of traditional arts. Besides, another major concern of this school year is enhancing children's language proficiency. The school uses picture book stories to roll out the thematic teaching activities and encourages parents to read with their children, working together with parents to nurture children's interest in reading.

- 1.3 The school respects children's uniqueness and brings in multi-disciplinary professionals to provide appropriate services for children with special needs to enhance their emotion management, language abilities and social skills. Through meetings, the school and support officers keep track of children's learning progress and evaluate the follow-up measures. Transition activities are held for children who are newly admitted and in K3 respectively so that K1 children can integrate into school life as soon as possible while K3 children can get psychologically ready for promoting to primary schools. The school maintains close contact with parents. In recent years, it has promoted parent lesson observation and organised regular sharing sessions, talks and workshops to keep parents informed of their children's school life and the school's development directions as well as enhancing parents' child-rearing skills and competence in parenting. Parents are willing to take part in volunteering services, assisting the school in conducting visits for children and hosting booth games, contributing to the school through concrete actions.

## **2. Learning and Teaching**

- 2.1 With reference to the joint-school curriculum outline and teaching packages, the school draws up the school-based integrated curriculum of which the content covers all learning areas, addressing the cultivation of values, skills and knowledge in children. The school sets a balanced daily schedule for children to have sufficient time to participate in music, physical, art and free choice activities every day,

fostering their whole-person development. Apart from letting children grasp their learning through play at school, teachers also bring them to visit parks, libraries and so forth for understanding the community environment and enriching their learning experiences. Nevertheless, the school must reduce the amount of copying in some language homework of K3 to meet children's abilities and needs.

- 2.2 The school devises assessment items according to the curriculum objectives and adopts continuous observation to evaluate children's learning progress based on the assessment criteria. Teachers create learning portfolios to maintain assessment forms and anecdotal observation. In tandem, they invite parents to share children's living habits and self-care abilities at home so as to understand children's needs from multiple perspectives. Home and school also discuss follow-up actions about facilitating children's development to support their growth with concerted efforts. The team consolidates the assessment information on a regular basis to analyse children's performance, thereby revising the design of the curriculum.
- 2.3 The school has established a curriculum management mechanism. The management leads teachers to take part in the joint-school curriculum committee consisting of the representatives of the affiliated schools to discuss curriculum outline, teaching plans, etc. Teachers review the school-based curriculum and report on their findings in joint-school curriculum meetings, harnessing the collective wisdom and insights to inform curriculum planning of the next stage. The management gives guidance and support to teachers through classroom walkthroughs. Teachers conduct regular reflection and make suggestions for improvement on activity design. They may evaluate the effectiveness of learning and teaching from angles such as teaching strategies and use of teaching materials. The school arranges focused peer lesson observations that align with the major concerns for teachers to observe one another and foster exchange. However, the

school is required to further examine the content of the curriculum outline and make corresponding arrangements according to the learning areas with a view to helping teachers plan appropriate teaching activities.

- 2.4 The school has regarded strengthening children's understanding of Chinese art and culture as its major concern in recent years. Teachers receive training to equip themselves with relevant knowledge and skills. In the last school year, the school took children to museums to appreciate art exhibitions and guided them to draw ink paintings at school. In this school year, the school puts efforts into promoting ceramics and blue and white porcelain. In art activities, children use clay and other materials to make distinctive teacups with unique patterns, appreciating the beauty of traditional Chinese art. Teachers decorate the lobby and corridor walls with children's and parent-child artworks as well as displaying blue and white porcelain craftworks, paper cuttings and clay panda sculptures, filling the campus with an artistic atmosphere. Moreover, the school strives to promote Chinese culture. It selects the content which is of interest to children to carry out project learning and provides children with opportunities to experience making stamps, tri-coloured glazed bowls and fruit tea, arousing children's interest in learning. Teachers make good use of real objects to explain themes. They are advised to apply diversified questioning skills in facilitating children's abilities of thinking and expression. During free choice activities, children simulate brewing tea. They carefully pick up the teacup with a tea tong, grasp the handle firmly with one hand and secure the teapot lid with another when pouring tea, exploring the fun of sipping tea with their peers. Upon such foundation, the school may systematically incorporate the artistic elements of Chinese culture into the curriculum so as to link these elements up with children's daily learning naturally.

- 2.5 Another major concern of this school year is enhancing children's language

proficiency through reading. Teachers adopt the strategy of picture book teaching in thematic activities. They first lead children to read aloud information such as the book title and the name of the author, and then describe the pictures on the book cover so that children can gain a better understanding of the picture book. Teachers also tell stories to children to motivate them to read. Children flip through books and parent-child made booklets in the reading corners, gradually building reading interests and habits. Furthermore, the school launches the gift book and parent-child reading schemes to encourage parents to read with their children, strengthening children's understanding of the content of the stories as well as enhancing their language proficiency through home-school cooperation.

- 2.6 The activity space in classrooms is properly planned and teachers set up interest corners with learning objectives. In the imaginative play corners, children play the role of a chef cleaning kitchen utensils and slicing food. They also cook different dishes including stir-fried vegetables and roast chicken to serve the guests, accumulating learning experiences from real-life scenarios. Teachers lead children to test sinking and floating, water absorbing materials, and the effects of salt in food, nurturing children's exploratory spirit through observation and comparison as well as guiding children to learn about their surroundings. The school may enrich the materials in the art corners to inspire children's creativity.
- 2.7 Teachers are kind and amiable. They closely observe children's performance and always encourage and praise children with positive words. They have a good relationship with children, which is effective in creating an inclusive atmosphere on campus. Teachers give clear instructions and put effective classroom management skills into practice, facilitating the conduct of activities in an orderly manner. Under the influence of teachers' words and deeds, children are respectful, obedient and courteous. They get along well with their peers, help and encourage each other, and

practise good behaviour. During music activities, teachers lead children to sing, listen to the rhythms and perform rhythmic movements, thus expressing their feelings. During circular game session, children carry out physical activities, for instance, leaping over and jumping to develop their body coordination ability. Teachers join children's free choice activities to give them timely assistance and guidance, thereby getting hold of children's pace of learning. Teachers could guide children to collate their experiences after activities to consolidate their learning.

- 2.8 The school plays the national anthem in the morning assembly every day. Children stand solemnly facing the national flag and sing the national anthem in a dignified manner, showing the warranted etiquette. Children love learning and participate in activities proactively. They have good self-care abilities as they take the initiative to put away the items used after activities.

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

- 3.1 The school is required to enhance the effectiveness of SSE by devising major concerns that suit the school context and children's needs, formulating clear work objectives and proper implementation strategies as well as goal-oriented success criteria. Additionally, the school must strengthen its overall planning and make detailed deployment for curriculum structure, teaching design, environment set-up, etc., so as to promote its continuous development.
- 3.2 The school must reduce the amount of copying in some language homework of K3 to meet children's abilities and needs. It is also necessary for the school to lead the team to employ diversified questioning skills to facilitate children's abilities of thinking and expression while guiding children to collate their play experiences after free choice activities to consolidate their learning, thus enhancing the effectiveness of learning and teaching.