

School No.: 562955

Quality Review Report (Translated Version)

The Salvation Army Lai Chi Kok Nursery School

1/F, 150-174 Lai Chi Kok Road, Kowloon

24, 27 & 30 October 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: 24, 27 & 30 October 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 Under the guidance of the leadership team, the management from different schools have formed various task groups. Through regular meetings, it coordinates matters such as curriculum development, parent education and child care, so as to pool strengths and collaboratively enhance the quality of school operations. The management exercises its leadership functions by coordinating learning and teaching as well as team building, providing teachers with appropriate guidance. It respects teachers' views and assign duties appropriately according to their interests and abilities, encouraging each member to fully utilise their strengths in different roles. The school values teachers' professional growth, makes good use of resources to plan training programmes related to the major concerns, and organises focused peer lesson observations, allowing teachers to practise and deepen what they have learnt through mutual observation and professional exchange. To support the adaptation of newly recruited teachers, the management and experienced teachers share information covering areas such as techniques for conducting project learning and methods for compiling children's learning portfolios, enabling new staff to quickly grasp the features of the school-based curriculum and the teaching requirements. The management maintains open communication with staff, fostering good team collaboration and a shared commitment to the school's continuous development.
- 1.2 The school implements the cyclical process of self-evaluation as part of its routine work. Led by the management, the team systematically gathers stakeholders' views

and collectively reviews the situation across different areas. At the end of each school year, the team engages in collective discussions to build consensus and formulate development directions for the coming year based on children's needs. Over the past two school years, the school has taken cultivating children's positive values as its major concern. A core group was formed to plan relevant initiatives and devise strategies in aspects such as teacher training, curriculum planning and parent education. The school has solicited external support to help teachers enhance their pedagogical skills through lesson planning, lesson observation and evaluation, thereby fostering children's moral development. A resource database has also been established to facilitate teachers' use of books and community resources in designing learning activities, as well as organising diversified extended activities for project learning. The expected outcomes have been achieved. After reviewing children's performance, the school has placed particular emphasis on promoting their physical development by increasing opportunities for children to engage in creative play freely and purchasing additional sports equipment this year. The initiative is being progressively implemented, and initial effectiveness is becoming evident.

- 1.3 Teachers respect and cater for learner diversity. A comprehensive identification and referral mechanism is in place to identify children with special needs at an early stage. Multiple follow-up strategies are carried out, such as arranging visits and lending teaching aids, enabling children to consolidate their learning at home and broaden their horizons. These measures ensure that children at different developmental paces receive appropriate care. The school welcomes parents to accompany their children to class and also organises parent meetings and new student orientation activities to help newly admitted children integrate happily into school life.
- 1.4 The school maintains close communication with parents. Through lesson

observation, newsletters and volunteer activities, it enhances parents' understanding of the school's education philosophy and their children's learning. Talks and parent groups are organised on topics such as child development and parents' physical and psychological well-being, helping them acquire positive parenting methods and skills. The Parent-Teacher Association is well-established. It assists in activity planning and serves as a bridge for home-school communication. The school has gained parents' trust and support, forming a solid foundation for collaboration.

2. Learning and Teaching

- 2.1 In alignment with the organisation's curriculum outline, the school selects real-life project learning themes based on children's interests, guiding them to inquire and experience the surroundings proactively. Through observation, discussion and hands-on manipulation, children gain knowledge and skills across various learning areas and develop their spirit of exploration. Rich elements of Chinese culture and positive values are infused into the learning content to strengthen children's understanding of and affection for our country while fostering their virtues, thereby achieving whole-person education. The daily schedule allocates sufficient time for music, physical, art and free choice activities every day to promote children's balanced development.
- 2.2 The school has established a policy on assessing children's learning experiences. Continuous observation is adopted, with systematic documentation of children's profiles across different areas to show their learning progress. At the end of each term, teachers issue summative assessment reports to keep parents informed of their children's development at various stages. Learning portfolios also include parent questionnaires and children's self-evaluation, which respectively show children's home situation and their memorable learning moments, reflecting their growth from

multiple perspectives. Teachers use concrete examples to describe children's progress, preferences and strengths, carefully analyse their overall performance, and make effective use of assessment results to inform curriculum design.

2.3 The management leads teachers in collaborative lesson planning to develop extended activities that align with project themes and continuously enrich the curriculum. It also monitors curriculum planning and implementation through document review and lesson observations, evaluating the appropriateness of teaching content in timely manner and offering suggestions for enhancing learning and teaching. Based on children's performance, teachers reflect on their teaching and adjust pedagogical strategies and the use of teaching aids where necessary to enhance effectiveness of teaching.

2.4 In recent years, the school has made efforts to nurture children's positive values and attitudes. By designing the content of project learning and integrating Chinese folktales, the school deepens children's learning effectiveness. Teachers ask questions based on picture book plots to help children reflect on proper behaviours and introduce engaging extended activities, such as kite-flying in the park, allowing children to experience the importance of perseverance through repeated trials. During the Beginning of Winter solar term, children work together to make dumplings and share them with teachers and family members, experiencing the joy of reunion. In a thematic activity on tea leaves, children perform a tea-serving ceremony to express respect and gratitude to their parents. Through learning about Chinese festivals and culture, children develop virtues such as persistence, caring for family members, and respect for elders. As observed, children diligently performed a dragon dance with a self-made prop for the elderly and offered blessings to them, demonstrating perseverance and compassion. Children from different classes also took turns caring for the school's adopted turtle, bringing it outdoors for sunbathing

under teachers' supervision. These experiences provide meaningful opportunities for children to practise good moral characters, and the effectiveness of the major concern is very encouraging.

2.5 This school year, the school has launched a priority task to promote children's physical development. New sports equipment has been procured, and multiple circuit games have been set up for children to choose from, with K3 children encouraged to design their own ways of playing. Children participate actively and move with agility. They enjoy working with peers to transport plastic balls over obstacles and crawling together in pairs to the finish line, developing their gross motor skills. Children ride balance bikes or push tyres independently, with a proactive and serious attitude, demonstrating spatial and directional awareness. Children engage in ample physical activities and master correct postures. The work plan is yielding results gradually.

2.6 Teachers thoughtfully arrange the learning environment in alignment with project learning themes of pears, the fire dragon dance and the National Games. The set-up in simulation corners is realistic, and the activities are engaging. Children cut toy pears with plastic knives, role-play "Kong Rong shared bigger pears", and imitate fitness routines by twisting their bodies on equipment, building their physique, engaging in situational interactions with peers, and effectively extending their learning. Simple tasks in the exploration corners satisfy children's curiosity as they compare the shape and weight of different pear varieties, test methods to prevent the fruit flesh from browning, and observe the melting of ice, helping them understand the world around them. The language and fine-motor corners provide diverse teaching aids. Children write on rice trays, assemble a map of our country to identify the cities participating in the National Games, and use chopsticks to pick up melon seeds, among other activities. Overall, the school makes good use of

appropriate real objects and games to help children learn actively through play, accumulating knowledge and skills.

2.7 Teachers apply what they have learnt from training to guide children in exploring project learning themes from multiple angles, such as identifying the correct steps for making pear tea, understanding how the elderly feel while watching the fire dragon dance, and learning about the duties of sports event crew. During review sessions, teachers invite children to share memorable experiences and suggest more suitable materials for making a fire dragon or possible ways to preserve fruit, consolidating children's learning and stimulating their thinking. Related art activities are also skilfully integrated, allowing children to create pear potted plants or pictures using clay, crepe paper pieces and paint-coated marbles, paint ink-wash fire dragons on paper lanterns, and make sports-event logos using foil. These activities cater to children's individual preferences and encourage their imagination. During free choice activities, teachers carefully observe children's performance, ask questions to understand their thoughts or provide prompts, and join in children's play to enhance learning and teaching effectiveness. Children have opportunities to play various musical instruments during music activities. Some teachers make good use of visual cues, voice variations and movements to help children grasp rhythm. A few teachers still need to clarify the learning objectives to further help children understand specific musical elements. Children are friendly and follow rules. They get along well with peers, learning and reading picture books together happily. They listen patiently to teachers, independently record their activities in the learning corner, and clean the floor and tables after playing, demonstrating commendable self-care abilities.

3. Recommendations for Enhancing Self-improvement of School

The school has established sound administrative and curriculum monitoring mechanisms. It plans a curriculum that aligns with children's interests and life experiences, promotes children's understanding of Chinese culture, and fosters positive values and attitudes. The school must review and refine its K3 transition to primary school arrangements, avoiding the use of rest time as a substitute for afternoon nap. It should also cancel primary one mock interviews for selected children to prevent unnecessary pressure on them and their parents. In addition, some teachers may enhance the effectiveness of music activities to help children gain a better grasp of relevant musical elements.