

School No.: 158550

Quality Review Report (Translated Version)

The Salvation Army Ng Kwok Wai Memorial Kindergarten

G/F, Clague Garden Estate, Tsuen Wan, New Territories

15, 16, 17 & 19 November 2021

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region (2022)

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Dates of Quality Review: 15, 16, 17 & 19 November 2021

- 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 sponsoring body maintains close liaison with the school and provides sufficient support for the school in terms of administrative affairs, personnel management, curriculum development, etc. The management fully performs its roles and responsibilities of leadership and guidance. It attaches importance to teachers' professional growth and makes good use of resources to arrange school-based training, so as to enhance teachers' professional competence. Staff are assigned with different duties properly and the effectiveness of various working groups is reviewed regularly, facilitating school development under flexible allocation of resources. The school supports teachers' work effectively. It provides teachers with opportunities to observe and exchange with each other. A collaborative and sharing culture has been established successfully. The school team unites together to promote the school's continuous improvement with concerted efforts.
- 1.2 The school's self-evaluation (SSE) culture has taken root in the school. The teaching team is able to implement the cyclical SSE rationale of planning, implementation and evaluation in the routine work. The school reviews the work progress in each area by means of collective discussion. It also understands the school-based needs to devise annual development plans which meet the school context. The school follows up on the recommendations of the previous Quality Review to map out concrete success criteria for each development plan, which is conducive to assessing the effectiveness of implementation. In recent years, the school regards the cultivation of children's active learning and living attitudes as its major concern. The school implements the plan according to its context and further enhances or adjusts the work in light of the achievement every year, so as to put the rationale of SSE into practice. In this school year, the school regards fostering children's exploratory spirit as another major concern. The management introduces external professional support properly. Meanwhile, it leads teachers to formulate appropriate work strategies based on the school's development foundation. A

variety of work has been implemented smoothly and the effectiveness is shown gradually.

- 1.3 The school provides appropriate care for children with special needs and sets up an effective support mechanism. It keeps close communication with parents and makes good use of resources of the sponsoring body and community to arrange assessment and referral services for children. The school observes the emotional changes of the newly admitted children and collaborates with parents to help children adapt to the school life. The school effectively follows up on the needs of children with different backgrounds and provides proper individual counselling and support, so that children can grow under teachers' unfailing care and guidance. The school values home-school collaboration and builds partnership with parents. It helps parents understand their children's learning and the school's latest development by arranging lesson observation, organising parent seminars, forming a team of parent volunteers, etc. Parents recognise and support the school, facilitating the school's continuous development.

2. Learning and Teaching

- 2.1 The school designs an integrated curriculum using themes. The curriculum is comprehensive and balanced, which covers all learning areas and takes into account the cultivation of children's values and attitudes, as well as the acquisition of skills and knowledge. The school fully utilises external and parent resources to arrange organisations to conduct interactive games with children at school, lead children to go out for visits, invite parents to tell stories, etc. These activities not only increase children's understanding of the thematic learning content, but also enrich children's learning experiences. The daily schedule is arranged properly. Children have adequate time to participate in music, physical, art and free choice activities every day which meet their interests, abilities and developmental needs. However, the content of some language homework in K3 such as reconstructing sentences, reading comprehension, reordering sentences into paragraphs are too difficult. Also, there are drilling calculation exercises like addition formula and questions with text in early childhood mathematics. The school is required to review the homework design and cancel those inappropriate content to meet children's learning needs.
- 2.2 The school places emphasis on cultivating active learning and living attitudes in children, and regards that as a major concern for these two years. Building on the

foundation of implementing life education these years, the school incorporates it with the moral education programme launched by the sponsoring body since last year to further develop children's positive values and attitudes at the curriculum level this school year. Teachers review the existing school-based curriculum and add the element of moral education in thematic teaching activities, environment setup and free choice activities, in order to help children develop good conducts such as being courageous, respectful and optimistic. The school also invites parents to observe and record children's good behaviour in daily life, and give compliments to children. Parents are willing to participate. With the sincere cooperation between the school and parents, they complement each other in supporting children's moral development. The work plan has achieved the expected goals.

- 2.3 The school has established a curriculum coordination, monitoring and review mechanism. The management leads teachers to design a school-based curriculum according to children's life experiences and learning performance, the results of teaching review, etc., with a view to facilitating children's balanced development in the domains of ethics, intellect, physique, social skills and aesthetics. The management arranges teachers to take turns to lead other members of the same grade level to plan curriculum, organise large-scale activities, review teaching effectiveness, etc., which is conducive to enhancing teachers' professional competence and nurturing talents. The management understands the curriculum implementation through attending meetings, scrutinising documents and observing teaching activities. They raise specific and feasible suggestions in regard to the teaching skills of teachers, environment setup, activity arrangements, etc., so as to facilitate children's learning. The school arranges peer lesson observation and teachers can exchange their views candidly. An atmosphere of mutual observation and learning has been built amongst them.
- 2.4 The school implements the assessment of children's learning experiences by means of continuous observation and record-keeping. It develops learning portfolios for children to keep thematic assessment reports, observation records of family life, children's work and so forth. The information is comprehensive, which can serve as evidence of children's growth. The school arranges training for teachers to help them grasp the rationale and methods of assessment. Parents are also informed of the objectives and functions of assessment on parents' day. However, the school consolidates children's summative assessment information by calculating the average value, which does not effectively reflect the actual performance of individual

children. The school has to handle and analyse the assessment information properly in order to understand children's learning and development accurately. In view of the individual differences of children, the school should adjust and follow up on the teaching methods, activity arrangements, etc., so as to inform the curriculum planning.

2.5 The school plans the school premises properly. It puts in place imaginative, art and construction areas in the lobby. There are indoor music and physical play venues as well as an outdoor physical play venue for conducting various learning activities for children. Teachers decorate interest corners meticulously and arrange language, fine motor and creative craft activities therein with abundant supply and rich variety of teaching aids and materials. Teachers design diversified cooperative games. Children are free to choose different activities during free choice activity sessions. They enjoy the fun of playing with peers and develop language and social skills. To tie in with the implementation of the major concerns about cultivating children's good moral characters and exploratory spirit, teachers set up a garden outdoor and an exploratory corner in the classrooms. Children are provided with opportunities to grow plants and take care of small animals. Teachers guide children to observe the growth of lives. Through watering plants, feeding animals and other practical experiences, children learn to protect the nature and treasure lives. Teachers also display slogans written by children around the campus to remind children to comply with rules and learn good behaviour, thereby facilitating moral development. The school actively promote reading by implementing parent-child reading programme, encouraging children to read aloud books and displaying quality reading materials in the reading corners, so as to build a reading culture on the campus. Besides, the school makes effective use of external resources to arrange book borrowing service for parents to further support parent-child reading at home. Parents are eager to participate. The result of the plan is positive.

2.6 Teachers are conscientious and well-prepared. They make good use of real objects, pictures, stories and other teaching materials to supplement their explanations, thereby deepening children's understanding of the learning content. Teachers lead children to conclude their learning experiences after activities, in order to consolidate and extend children's learning. They encourage children to appreciate themselves and praise others, an active learning atmosphere is thus built. Teachers accept and cater for children's diverse needs patiently. They provide individual guidance and homework adjustment for children. Teachers design music activities with great

efforts to facilitate children to enjoy the fun of music activities through singing, rhythmic movements and manipulation of musical instruments. Teachers infuse the element of moral education into physical activities and arrange diversified skills training and physical play to cultivate in children good characters such as perseverance, readiness to make attempts and mutual cooperation. From observation, children are willing to accept challenges. They engage in physical activities with peers joyfully and try hard to finish the tasks. They have good gross motor development and show determination in overcoming difficulties.

2.7 Children enjoy school life. They are willing to participate in different learning activities. They respect teachers and listen to teachers' guidance. Children actively respond to teachers' questions and are eager to share their life experiences and opinions, showing good comprehension and expression abilities. Children get along in harmony with peers. They play and learn joyfully, giving appreciation and encouragement to one another. Children possess good self-care abilities and spirit of service. They are able to put on and take off their shoes by themselves, tidy up their personal belongings and take the initiative to help teachers pack teaching materials, keeping the campus clean and neat.

3. Recommendations for Enhancing Self-improvement of School

The school strives for improvement proactively. The management leads the teaching team to implement the SSE rationale in routine work, which is conducive to analysing the development trends of kindergarten education and current school circumstances. The management fully utilises internal and external resources to formulate appropriate development plans to enhance the quality of education in an ongoing manner. The teaching team still has to review the ways of collating children's summative assessment information and cancel the homework which is too difficult for K3 children, so as to meet children's abilities and developmental needs, and enhance the curriculum design to strengthen the effectiveness of learning and teaching.