

School No.: 563080

Quality Review Report (Translated Version)

The Salvation Army Sam Shing Nursery School

**Ground Floor Adjacent To Moon Yu House
Sam Shing Estate Tuen Mun New Territories**

20, 21 & 23 June 2022

**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: 20, 21 & 23 June 2022

- 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 school has a clear management structure with clear authorities and responsibilities at all levels. There are detailed internal guidelines and procedure handbooks to help members handle different duties. Although the school has undergone staff changes in recent years, it has been able to develop steadily due to the experience gained and passed on through the collaborative team approach at all levels. The school assigns duties according to teachers' wishes and expertise, and through the "mentorship" scheme, new teachers are given appropriate care to help them adapt to their jobs as soon as possible. The school's performance appraisal system is clear, the management keeps staff informed of the school's expectations, and teachers have the opportunity to express their wishes and their professional development needs. The school encourages teachers to participate in professional development activities and actively organises school-based training to promote professional exchange, which helps to enhance the teaching skills of the teaching team.
- 1.2 The school self-evaluation (SSE) mechanism is well developed in the school. The teaching team has been implementing the cycle of planning, implementation and evaluation in different tasks. By reviewing the current situation annually, the school formulates development plans to enhance the effectiveness of its work. The major concerns that have been implemented in the past have improved work of the school in many aspects. The school attaches great importance to children's language development so enhancing the effectiveness of children's English learning activities was set as the major concern last school year. Teachers were arranged to attend relevant training before carrying out the plan. During the end-of-school-year review, the school was informed by parents that children's verbal expression needed to be strengthened under the epidemic. In this school year, the major concern is to enhance children's interest and ability in learning Chinese. The school has designed extended activities and implemented the programme through home-school

cooperation. On the other hand, due to staffing changes, another major concern of the school is to promote the professional growth of teachers and strengthen team cohesion. The teachers have formed small groups in different learning areas and implemented experience sharing activities in an orderly manner to strengthen the support among the teams, establish a culture of experience sharing and exchange, and enhance the reflective skills of teachers. Observations show that the team of teachers get on well with each other and co-operate closely. The teachers' ability to reflect on different aspects of curriculum development, teaching design, and student support facilitates the professional growth of the teaching team.

- 1.3 The teachers embrace children's diversity. They care for the children and observe their development, identify their needs and liaise closely with supporting organisations for arranging appropriate services for them. The school concerns about the adaptation of the newly admitted children and provides guidance to parents through parent meetings on how to co-operate with the school so that children can settle into school life as soon as possible. The school also provides parents with information on how to choose a primary school and invites former students and their parents to share their experiences in primary school at seminars to prepare parents and children psychologically. The school places great importance on home-school cooperation and maintains smooth communication and close liaison between home and school. The parent-teacher association has been established for many years and has been actively involved in the development of the school, helping to organise different activities to support the healthy development of the children.

2. Learning and Teaching

- 2.1 The school has developed a school-based curriculum with reference to the curriculum outline set by the school sponsoring body. A comprehensive curriculum is designed with themes covering all learning areas to promote the balanced development of children in the aspects of ethics, intellect, physique, social skills and aesthetics. The teachers arrange for the children to take part in various in-school and out-of-school activities, such as simulated outings in the school campus, visits to the pier to learn about sea transport, etc., so that the children can gain a deeper understanding of the learning themes and enrich their life experiences through such engagements. The school daily schedule is appropriately arranged and children have enough time to participate in music, physical, aesthetic and free choice activities daily. However,

some of the tasks in K3 are too difficult and the school has to review the design of the tasks and remove inappropriate parts to suit the children's abilities and learning needs.

- 2.2 The teachers use continuous observation and record-keeping approach to assess children's learning experiences, and create learning portfolios for the children, including assessment forms, observation reports and children's work to support the children's learning and developmental progress. The school has developed a comprehensive set of assessment items based on the curriculum objectives, and has provided teachers with clear and specific assessment criteria to make the assessment more objective. The teachers report regularly to the parents on the children's conditions and provide advice according to their developmental needs. The school invites parents to provide information on children's self-care abilities, living habits and social etiquette performance so that teachers can have a better understanding of the children, facilitating the development of children through home-school cooperation. The teachers review and collate assessment data to capture the overall performance of the children, which help inform curriculum planning.
- 2.3 In response to the major concerns raised in the last two years, the teachers have received training and designed fun activities to enhance children's communication and thinking. The children are interested in English learning activities, can provide simple responses for teachers' questions in English. They have also improved the abilities of verbal expression in Chinese. To further enhance the effectiveness of the programme, teachers are recommended to give children more opportunities to express their views and share their feelings freely, so that they can experience the joy of interacting with others and expressing their ideas using language to enhance their language development.
- 2.4 The school has established a robust mechanism for curriculum co-ordination, monitoring and review. The management leads teachers in developing teaching themes and curriculum progression, drawing up key learning points for each level, and allows teachers to take up duties of writing lesson plans, setting up environments and corners, and designing teaching materials and aids collaboratively. The curriculum as a whole is relevant to the interests, abilities and needs of the children. In addition, through attending curriculum meetings, reviewing teaching documents and observing classroom activities, the management understands teachers' teaching and children's learning, and makes suggestions for improvement in teachers' teaching skills and activity arrangements. The teachers have established a learning

culture of mutual observation and experience sharing, which helps enhance their professionalism. For curriculum evaluation, the teachers review the design of activities individually, in small groups and through the whole-school approach to understand how well the children have mastered the learning content and make practical follow-up suggestions to continuously optimise the effectiveness of teaching and learning.

2.5 The school makes flexible use of space in the school building, arranging for children to rotate to different venues for various activities and planning the timing of activities to facilitate a smooth transition. With reference to the themes, the teachers set up interest corners in the classrooms and post photos of related activities for the children to review what they have learnt. The interest corner has ample space for activities and a wide variety of materials. The teachers design teaching aids conscientiously to promote the development of children's fine motor skill, cognition and creativity. During the free choice activities, teachers review and follow up on the children's corner engagement log, encourage children to participate in different corner activities, observe children's performance, participate in their play, read books with them and provide timely assistance. The children are familiar with the rules of the corners. They mark log sheets on their own and participate freely in different corner activities according to their preferences. Some of them are playing, drawing and reading alone, while others are playing cooperatively in groups. All of them are attentive and committed, get along well with each other and show good social development.

2.6 The teachers design learning activities with care, explain them clearly and make good use of teaching aids, books and artefacts to help children master the learning content. The teachers are friendly, caring and have a good relationship with the children. The teachers use individual guidance, visual cues, and mnemonics to guide children following the rules, cater for children's diversity and facilitate their learning. The teachers design a wide range of physical activities to meet the physical developmental needs of the children and provide clear demonstrations. Through observing children's performance, the teachers correct their movements to enhance their learning effectiveness. The teachers also arranged music activities, including singing, rhythmic movements and manipulating musical instruments, which were rich in musical elements and evoked the children's imagination and enjoyment. The teachers lead the children in summarising what they have learnt each day and display the children's works, which help them review and consolidate their learning.

2.7 The children enjoy participating in all learning activities and are happy to follow the rules. The children respond positively to teachers' questions and express their views, demonstrating their motivation for learning. They respect their teachers and treat others with courtesy. They have good self-care abilities and are able to organise their clothes, put on and take off their shoes and tidy up their belongings on their own. With the spirit of serving others, they take the initiative to provide assistance for their teachers and peers.

3. Recommendations for Enhancing Self-improvement of School

3.1 The SSE mechanism of the school is well developed. With the thorough implementation of the SSE cycle of planning, implementation and evaluation, the curriculum is comprehensive and balanced, fostering positive values and attitudes, and facilitating children's learning of knowledge and skills. However, some of the tasks in K3 are too difficult and the school has to review the design of the tasks and remove inappropriate parts to suit the children's abilities and learning needs.

3.2 The teachers are actively involved in professional development activities and strive to apply what they have learned in their teaching. To further enhance children's communication and thinking skills, teachers are recommended to review the design of language activities to give children more opportunities to express their views and share their feelings freely, so that they can experience the joy of using language to interact with others and express their ideas, thereby promoting their language development.