

School No.: 159000

Quality Review Report (Translated Version)

Hong Kong Sheng Kung Hui The Church of The Epiphany Kindergarten

Broadview Garden 1, Tsing Luk Street, Tsing Yi, New Territories

8, 9 & 11 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: 8, 9 & 11 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 scrutinises school reports in regular meetings to give advice on the aspects of personnel arrangements and financial management, caring about and supporting the school. The management maintains communication with the affiliated kindergartens of the organisation through principals' meetings and jointly organises inter-school training, keeping teachers informed of the trends in the kindergarten sector. Members of the management have served the school for years. They work in collaboration with one another and are willing to listen to the views of the staff. Duties are assigned according to teachers' experiences and preferences, leading to a smooth operation of the school. Team members have a sense of belonging to the school and get along harmoniously, fostering its steady development with concerted efforts.
- 1.2 The school recognises the school self-evaluation (SSE) rationale. The team understands the implementation of major concerns through activity reviews that are related to the work plans. At the end of the school year, they devise the development directions for the coming year. Over the past three years, the school has focused on enhancing children's understanding of Chinese culture. The management has considered teachers' needs by bringing in external professional support and organising peer lesson observation, enabling them to acquire and exchange knowledge and skills in conducting the relevant activities. Meanwhile, through project learning, children have explored and experienced traditional Chinese

culture. The work arrangement is generally appropriate.

- 1.3 The school has established a mechanism to identify children with special needs so that they can receive referral and follow-up services the soonest. To support newly admitted children, the school carries out parent-child adaptation activities and schedules progressive lesson time at the beginning of the school year. All these help children integrate into school life. The school communicates closely with the affiliated primary school of the organisation to arrange primary school visits and experiential activities for parents and their children. In tandem, it jointly holds workshops with social workers to prepare children emotionally for promoting to primary one. The school keeps contact with parents through multiple channels. It also organises thematic seminars, parent groups and so forth to help parents grasp the skills in parenting and emotional management. Parents willingly volunteer to assist the school in preparing snacks, decorating the campus and leading visits. The school has gained parents' support and collaborates with them to nurture children's growth.

2. Learning and Teaching

- 2.1 The school uses real-life themes to design a curriculum in which the content covers all learning areas. Teachers organise project learning activities on topics of children's interests, allowing children to construct knowledge through observation, manipulation, etc. The school attaches importance to children's hands-on experiences that it conducts visits, one-day trips to the district and snack tasting from time to time. Children are given the opportunities to participate in physical, art and free choice activities every day. However, some pieces of homework in Early Childhood Mathematics and Language for K3 children in the second school term are rather difficult. The school must remove the inappropriate content to meet

children's abilities and needs.

- 2.2 The school devises assessment items of child learning experiences in view of the teaching content. Teachers continuously observe and record children's daily learning and keep assessment forms, observation records, works, etc., in the learning portfolios as evidence of the growth of children. Teachers distribute the assessment information on a regular basis while communicating and meeting with parents in a timely manner to keep them informed of their children's development. However, the school uses grades to indicate children's learning performance in each area. Such practice is inappropriate and should be revised. The school is also advised to consolidate and analyse the child assessment results to inform teaching and curriculum planning.
- 2.3 The school has a curriculum management mechanism in place. The management walks through classrooms and attends curriculum meetings to understand the curriculum implementation while conducting collaborative lesson planning with teachers to discuss the thematic learning content. Teachers prepare teaching plans daily and set learning objectives in aspects of attitudes, skills and knowledge. They have built a habit of reflection but they mostly describe children's performance and the flow of activities while seldom evaluating the teaching effectiveness. The management is required to strengthen its curriculum leadership to steer teachers to review the activity design against the extent to which the objectives have been achieved, the environment set-up and teaching skills to make suggestions for improvement on the reasons why children have yet to grasp the learning objectives, thereby strengthening the effectiveness of learning and teaching.
- 2.4 In recent years, the school has been regarding enhancing children's understanding of Chinese culture as its major concern. Teachers guide children to explore Chinese culture through project learning. For instance, on the topic of "From generation to

generation”, children attempt to make seals with different materials, visit bamboo shed theatres for Cantonese opera, etc., to foster their understanding of intangible cultural heritage. On the topic of “Traditional Chinese food”, teachers let children try to knead dough for steamed buns and learn traditional table manners through tea-drinking activities. Furthermore, the school organises festivities to help children understand the custom of the Mid-Autumn Festival and Lunar New Year. A parent-child activity day with the theme of Chinese culture is also held. Parents and children make sugar painting, play cuju and pitch-pot together, cultivating their appreciation of Chinese culture and building their sense of national identity. The school organises a team of child flag-guards to hold the national flag raising ceremony every week. As observed, children faced the national flag solemnly and sang the national anthem, showing the warranted etiquette and attitudes, hence gradually building their respect and sense of belonging towards the country. In this school year, the school arranges for some teachers to visit kindergartens in the Mainland for exchange, broadening their horizons. The school promotes national education in an ongoing manner. The management may lead teachers to incorporate the learning elements of Chinese culture into the learning themes naturally to further boost the effectiveness of the major concern.

2.5 The school environment is spacious and bright. There is a small outdoor garden for children to experience the fun of planting. The setting of classrooms is in line with the themes in general, and sufficient materials are available. During free choice activity sessions, children engage in activities like role-play, artworks creation and manipulation of teaching aids in interest corners. As observed, children played the role of a chef cooking and simulated buying and selling fruits, thoroughly enjoying themselves. They also used chopsticks to pick up pompoms and strung beads skilfully, showing good fine motor skills and eye-hand coordination. In exploratory

corners, children carefully observe the characteristics of food and the process of seed germination, demonstrating a sense of curiosity. Teachers mainly roam around or assist children in completing the activities. They may strengthen their guidance by, for example, paying attention to and following up on the proper posture of K2 and K3 children in writing and using computers so as to help children build good habits. Teachers are also recommended to inspire children's thinking and unleash their creativity through questions and participation in play. The school arranges for children to take part in art, physical and free choice activities in the indoor playrooms in the afternoon session. It is suggested that teachers may provide plentiful materials in light of the nature of the activities to foster children's learning.

2.6 Teachers are articulate. They make use of real objects and pictures to facilitate teaching and help children understand the learning content. Some teachers invite children to introduce their works or share the information gathered by themselves and their parents in morning assemblies or before school dismissal. Children are willing to express themselves and listen attentively. In music activities, children follow teachers' instructions to sing, design movements and play musical instruments, feeling the tempos of the melodies. In respect of physical activities, teachers place various types of equipment in the lobby for children to select gross motor activities like climbing and playing on the slide according to their own interests. Children are agile and perform movements such as jumping and balancing easily, developing their body coordination. Nevertheless, some teachers should be more heedful of children's performance in the venue and remind them to be cautious at opportune times.

2.7 Children are lively, active and love going to school. They are friendly and polite that they take the initiative to greet teachers. Children get along well with their peers and they care about and comfort each other, showing good social development.

They have good self-care abilities as they put on and take off their shoes and put tools back after use.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The management is required to strengthen its professional leadership to steer the team to conduct reflection from different perspectives with a view to enhancing the effectiveness of curriculum review. The school should cancel the practice of using grades to indicate children's learning performance while consolidating and analysing children's assessment results to inform the curriculum. Besides, the school is advised to respond to the aspirations of teachers regarding professional training activities, which include teachers' skills in taking care of children with special needs, and explore their roles in physical and free choice activities, so as to raise the teaching standard of the team. It is still necessary for the school to follow up on the recommendation of the previous Quality Review to remove the inappropriate homework of K3 to meet children's abilities and needs.
- 3.2 The school deeply understands the importance of home-school co-operation and regards it as the major concern of this school year. However, when formulating plans, the management should first lead the team to review the effectiveness of the existing strategies and follow up on the data and views of the parent surveys, such as arranging lesson observation to provide opportunities for parents to understand their children's learning at school, to foster home-school co-operation so that the expected results of the major concerns can be achieved.