

**School No.: 158119**

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

**Sheng Kung Hui The Church Of Our Saviour  
Kindergarten**

**No. 210-219, Kwong Yan House, Kwong Fuk Estate, Tai Po, New Territories**

**10, 11 & 13 June 2019**

**Kindergarten Inspection Section  
Education Bureau**

**Education Bureau**  
**The Government of the Hong Kong Special Administrative Region (2019)**

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**Dates of Quality Review: 10, 11 & 13 June 2019**

**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 attaches importance to the communication with staff. The management provides guidance and support for teachers and arranges training and professional exchange activities in order to create an atmosphere conducive to learning. Staff cooperate with each other to enhance the education quality of the school with concerted effort. Currently, the management arranges experienced teachers to be the group leader of each grade level to steer curriculum development, with an aim to nurturing middle management initially. The school manages resources properly, so as to enable teachers to select appropriate teaching resources in light of the needs of children. Staff are able to follow their duty arrangement to handle daily matters and team up to promote the school's steady development.
- 1.2 The school has followed up the recommendations in the previous Quality Review (QR). It makes reference to children's performance to devise the success criteria and use them to assess the effectiveness of the work plan. The school has implemented the inter-connected self-evaluation process in its daily work and keeps enhancing the work through activity review. In these two years, the school has regarded facilitating children's health and moral development, as well as enhancing their interest in language learning as the major concerns. Through pooling the efforts of all teachers, the school designs different teaching activities with teachers to achieve the objectives of the major concerns. It also conducts review of the activities and follows it up. The school's development plan about language learning ties in with its development needs. For example, it participates in external professional support programmes to foster teachers' professional development which can help the school enhance the curriculum.
- 1.3 The school keeps close communication with parents and informs them of their children's performance in a timely manner. In the meantime, the school sets up different channels, such as lesson observation, to deepen parents' understanding of their children's learning. The school collects parents' views from various perspectives continuously and follows up actively. It also considers the views of

stakeholders and improves the education quality accordingly to promote the school's development. The school encourages parents to take part in parent-child activities such as collecting simple learning materials. It also invites parents to be volunteers to assist in conducting school activities, such as graduation ceremonies and festive activities, so as to promote home-school cooperation. The school taps community resources properly to strengthen parents' understanding of parent education by holding relevant activities. It also organises parent groups and other activities to build a parent network for parents to support each other. Based on mutual respect and support between the school and parents, they collaborate to facilitate children's growth. Staff are friendly and accept children with special needs. They provide them with referral and support services so that those children can receive appropriate assistance as soon as possible.

## **2. Learning and Teaching**

- 2.1 The school makes reference to the teaching packages to design an integrated curriculum with themes. It arranges theme-related visits and project learning to arouse children's learning interests. The school curriculum is comprehensive, covering all learning areas. The school arranges individual, group and whole-class learning opportunities for children every day. However, some children are required to complete certain tasks in a day such that they have inadequate time to participate in different corner activities during free choice activity sessions. Besides, the school is not able to ensure that children in whole-day classes can have sufficient music, physical and free choice activities every day. The daily schedule is slightly out of balance. The school conducts activities for K3 children to experience primary school life; however, it has not yet arranged enough music, physical and free choice activities for them on a daily basis. Therefore, it fails to meet children's developmental needs. Furthermore, some learning activities for K3 children, such as answering questions in sentence writing format and memorising English vocabulary items, do not meet children's developmental needs. The school should review and enhance the curriculum content and daily schedule with a view to ensuring a balanced and appropriate curriculum.
- 2.2 The school adopts continuous observation to conduct child assessment. Teachers inform parents of their children's learning performance in each theme regularly and summarise children's learning progress at the end of each school term. The results

are recorded in the summative assessment report which are then kept in children's learning portfolios alongside observation analysis, children's work, etc. Teachers and parents record children's performance at school and home respectively in the student handbooks every month, so as to help each other understand children's learning attitude, self-care abilities, personal hygiene habits, affective and social development, etc. Teachers follow up the results of child assessment and provide support for children in need to facilitate their learning and development. Yet, the school still has to actively follow up the recommendations in the previous QR to further analyse children's learning and development holistically so as to inform the curriculum.

2.3 In these two years, the school has formulated a development plan to nurture children's interest in language learning. The school brings in professional support and arranges teacher representatives to be "Seed" teachers to undergo training in order to deepen their understanding of child language development and enhance their skills of teaching design. Lesson planning, observation and evaluation are arranged for teachers as well to enable them to put their knowledge into practice. In addition to implementing the parent-child reading programme, teachers also take into account of children's abilities to make storybooks based on school life to arouse children's interest in reading. As observed, teachers stimulate children's learning interests through storytelling and games. Children actively participate in language activities and respond to teachers eagerly, possessing good language comprehension and expression abilities. They take the initiative to select their favourite books and read attentively. The management is advised to lead teachers to summarise their experience of teaching practices and review the effectiveness of the development plan so as to facilitate the promotion and transfer of experience.

2.4 The school cares about children's all-round development. It has set establishing a healthy campus as the major concern in recent two years to help children develop good living habits and cultivate in them positive values and attitudes. The school raises children's awareness on health and balanced diet through project learning, parent-child activities, etc. It also shares moral stories by themes, praises children's good behaviour, etc., in order to set examples for children and encourage them to put into practice in daily life. As observed, children are obedient and polite. They often take the initiative to greet teachers and peers, and express gratitude for others' help. The school has implemented various moral education activities for years and achieved positive outcomes.

- 2.5 The management leads teachers to devise the curriculum schedule and teaching plan for each grade level. The management grasps the curriculum implementation through classroom walkthroughs and scrutinising teaching documents. It also gives teachers teaching guidance in curriculum meetings. Teachers often conduct teaching reflections and review the effectiveness of the teaching design among teachers of the same grade level. However, teachers mainly describe the teaching process in their reflections, as such the team has not yet been able to make use of the evidence, such as teaching reflections and child assessment information, to evaluate the curriculum effectiveness. The management should lead teachers to improve the curriculum review mechanism collaboratively and analyse the effectiveness of the teaching strategies with reference to children's performance. Moreover, it should encourage teachers to make suggestions so as to enhance the effectiveness of reflecting and providing feedback on the curriculum.
- 2.6 Teachers care about children and often praise them to reinforce their good behaviour. They are familiar with the focuses of the activity design, and thus give clear teaching instructions. They use real objects, photos, multimedia teaching, etc., to arouse children's learning interests. Teachers arrange games, group sharing, etc., to encourage children to participate in activities and express their views while providing them enough opportunities to think and respond to teachers' questions. In view of the individual needs of children, teachers support children's learning by means of assignment adjustment, peer support, individual guidance, etc.
- 2.7 The school makes good use of classroom and corridor space to display children's work. Children appreciate peers' work and share their own work with others. Teachers set up diversified interest corners in the classrooms. The corner design can enhance children's sensory experience by providing different manipulatives. Children find shells in heaps of sand, touch the shells and observe different appearances of shells. They also explore different colours and smells of dairy products. Based on their own knowledge in the habits of different animals, children imitate the process of feeding and taking care of animals in the imaginative play corner. Children are interested in the activities and through which abilities such as observation, comparison and putting things in the correct order are developed. They also enjoy the fun of creation, solving problems and interacting with people. Teachers may guide children to share their activity experience in order to inform their learning.
- 2.8 Children enjoy going to school and participating in activities. They do morning

exercises energetically to start their school day. They are enthusiastic about learning and engaged themselves in various activities. Children like to play with peers. They chat and share their thoughts among themselves. Children have developed good self-care abilities that they tidy the desks before switching to another activity and cooperate with each other to assist in packing teaching aids after activities.

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

- 3.1 The school formulates its development plan and promotes school-based curriculum development through teacher training, home-school cooperation and other strategies. Yet, the school should refine the curriculum review mechanism. Teachers should be guided to analyse children's performance and assessment information so that the effectiveness of curriculum planning could be evaluated in an objective manner. The teaching team is still required to revise the design of learning activities, adjust the curriculum content which is too difficult, review and revise the daily schedule, so as to ensure a well-balanced and appropriate school-based curriculum. Besides, the school should provide enough time for music, physical and free choice activities daily for K3 children during the transition period in order to meet the developmental needs of children.
- 3.2 The school expects to develop the middle management with the aim of enhancing the management capacity in recent years. Currently, the school is adopting different strategies to conduct relevant training. Yet, the school still has to continue to follow up the recommendations of the previous QR by strengthening the leadership skills of the middle management and planning specific training strategies for the middle management so as to enhance the effectiveness of team work.
- 3.3 The school has regarded fostering children's moral development as the major concern for years and the results have been observed. The school is suggested to incorporate the well-developed major concern into daily matters so that it can focus on carrying out those projects which are still under development. The school should guide teachers to examine the school context holistically so as to devise the major concerns. In addition, it should map out task objectives and strategies according to the needs of different stakeholders and collate relevant assessment information for evaluating the work effectiveness, with a view to enhancing the effectiveness of the school self-evaluation.