

School No.: 564702

Quality Review Report (Translated Version)

Hong Kong Sheng Kung Hui Ha Sui Wan Nursery School

G/F, 4 Tin Lung Road, Tin Shui Wai, Yuen Long, New Territories

7, 8 & 13 January 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: 7, 8 & 13 January 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 conducts school visits and regular meetings to keep track of the development needs of the school, and offers timely professional advice and support. The management leads teachers to plan and implement tasks under all areas. Team members discharge their duties properly to drive the sustainable development of the school collaboratively. The school attaches importance to the professional growth of teachers and plans appropriate training activities to equip teachers. The school also utilises the findings of appraisals effectively to assist teachers in understanding their strengths and development needs for setting their personal professional goals. The school organises peer lesson observations for teachers to learn from one another while exchanging teaching experiences candidly. The teaching team is open-minded. There is a good interaction among teachers, which is conducive to developing a learning community culture to enhance the professional competence continuously.
- 1.2 The school has a well-established school self-evaluation (SSE) mechanism. The management leads teachers to use children's performance and other information to review the implementation of work in a timely manner, and then make improvement based on the review results. Rationale of the cyclical process of planning, implementation and evaluation is realised. The school refers to the opinions of stakeholders to formulate annual development plans. In recent years, the school has been striving to promote learning through play in children. It has enhanced

children's learning interest and efficacy through teacher training and activity design. The school has also facilitated children's affective and social development through play. Another major concern of this school year is enhancing children's exploratory spirit. Teachers improve the environment setup and organise outdoor learning to provide children with opportunities to explore. The strategies are in line with the objectives and the work is implemented progressively.

- 1.3 The school respects and takes care of children with special needs. It has developed a clear identification and referral mechanism for the children to receive suitable services the soonest. Teachers and the professional team regularly discuss support methods which include adjusting the learning objectives, teaching strategies and homework arrangement to cater for children's learning needs. The school has followed up on the recommendations of the previous Quality Review. Proper measures are in place to prepare children for promoting to primary one. These include caring about children's self-care abilities and familiarising children with primary school life, preparing them for entering the next learning stage smoothly.
- 1.4 The school values home-school connection and keeps close communication with parents through different channels. It encourages parents to take part in parent-child festivities so that they can know about how children learn in play scenarios and foster parent-child relationship. The school is active in opening up the campus and invites parents to participate in various volunteering services. For instance, parents assist with taking care of children during off-campus visits and telling stories to children at school. Grandparents, can also join the festivities, such as writing spring couplets and making rice dumplings together. Parents are enabled to understand children's school life. Parents recognise the education mission of the school and grasp the development foci of the school as well as their children's learning performance. Parents and the school trust each other to nurture children's happy growth with

concerted efforts.

2. Learning and Teaching

- 2.1 The school refers to the *Kindergarten Education Curriculum Guide* and keeps pace with children's developmental needs to design an integrated curriculum using real-life themes. The curriculum content covers all learning areas while accommodating the foster of positive values, acquisition of skills and knowledge in children. Teachers encourage children to explore with senses, offering them opportunities to grasp what they have learnt through hands-on experiences. The daily schedule is balanced that children have sufficient opportunities to take part in music, physical, art and free choice activities every day. The school lets children understand the origin of festivals and participate in celebrations to experience Chinese culture. Meanwhile, the national flag raising ceremony is conducted on important days and the first day of school. Children learn about the development of the Motherland through the speech under the national flag, strengthening their sense of national identity.
- 2.2 The school devises learning assessment items to tie in with the curriculum objectives and clear criteria are also available. Teachers adopt continuous observation to evaluate children's performance in each learning area. The learning portfolio keeps thematic learning reports, daily observation records, analysis of children's works and so forth to document children's process of growth systematically. The school invites parents to record children's behaviour and living habits at home so that teachers can better understand children. Teachers regularly report children's performance to parents and provide suggestions to parents on fostering the development of their child.
- 2.3 The school has a proper curriculum monitoring and review mechanism. Teachers

carry out collaborative lesson planning to devise thematic learning foci, teaching plans and corner activity design through meetings. The management grasps the curriculum implementation through classroom walkthroughs, lesson observations and scrutiny of teaching plans. It gives suggestions for improvement to teachers aptly. Teachers review children's performance to reflect the effectiveness of learning and teaching and propose recommendations for improvement. The management leads teachers to collate the curriculum review information at the end of a school term to inform learning and teaching.

2.4 The school has regarded facilitating children to learn through play as its major concern in recent years to enhance children's learning interest and efficacy. Teachers employ the knowledge acquired from training to design learning activities incorporating elements of play to arouse children's interest. For example, children roll a dice and put the corresponding colour and number of candies into a Chinese New Year candy box. Teachers also provide children with a wide range of materials to create their own games that are related to the learning themes. These games include chasing the beast Nian away with tin cans and wooden rods. In tandem, children assemble a Christmas tree with paper bricks to celebrate Christmas with peers. The school endeavours to arrange mixed-age group activities during the afternoon sessions. Such activities are diversified, covering Chinese culture, art, music, etc., for older children to assist their younger peers and nurture their social skills. As observed, the older ones lent a hand to the younger ones to construct the Great Wall with soft building blocks and lion dance collaboratively as well as making pressed flower bookmarks. The younger children and their fellow schoolmates played together. They cooperated with one another and were engaged in the activities, possessing good social development.

2.5 The school regards enhancing children's exploratory spirit as another major concern

of this school year. Teachers carry out the plan by means of environment setting and activity design. They build exploratory corners in classrooms and utilise outdoor space, such as setting up sandpits in the garden which is favourable for children's development of touch sense. Teachers design simple theme-related experiments and encourage children to find out answers through observation and comparison. For example, children can tell that the shape and aroma of tea leaves are different when being steeped in boiling water and hot water. Children also test whether items are translucent and make simple classification accordingly. The school motivates children to explore with their senses during off-campus learning. Children visit farms and parks, and complete simple learning tasks. Then, they share with peers after back to school. On the whole, the activities can arouse children's interest in exploring the surroundings.

2.6 Teachers are conscientious in teaching and explain in a clear and lively way to draw children's attention. Teachers encourage children to touch real objects and manipulate teaching aids, facilitating them to master the learning content. During music activities, teachers design scenarios related to thematic learning to inspire children's learning interest. Children follow the melody and sing along, clap hands and tap musical instruments to the beat, engaging themselves into activities. Teachers arrange circuit games for children and provide physical equipment for them to design games such that children have ample opportunities to build strong physique. In review sessions, teachers ask children to say the activity names and the number of times they have joined. Teachers could encourage children to share more details such as the difficulties encountered and solutions to problems, thereby enabling children to learn from the activities.

2.7 Children show politeness, follow the rules and respect teachers. They listen to teachers attentively and answer questions actively while being willing to share life

experiences. Children speak clearly and express their thoughts effectively, while accepting peers' opinions. They get along well and play together, demonstrating good social development. Children cherish food and avoid waste. They keep the table clean when having meals and tidy up tableware themselves. Children put teaching aids and toys back to suitable places after activities, showing good living habits and self-care abilities.

3. Recommendations for Enhancing Self-improvement of School

The school implements SSE by whole-school approach and annual work plans are drawn up collaboratively. The school furnishes children with comprehensive and balanced daily schedule and enhances their learning interest through play. The school could strengthen teachers' skills in conducting activity reviews for assisting children in collating learning experiences to consolidate the acquired knowledge. The school could also encourage children to introduce their works and share their play experience in order to foster mutual learning.