

**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**

**26, 27 & 29 November 2018**

**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: 26, 27 & 29 November 2018**

**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 management structure of the school is clear. The principal, with experience in leading curriculum development, is able to keep abreast of the trends of development in kindergarten education. The teaching team of the school maintains close communication among themselves. The management provides teachers with appropriate support and encouragement. It arranges professional training activities for teachers to cater for the developmental needs of teachers and the school. The management also assigns senior teachers to be the mentors of newly recruited teachers to assist them in mastering the principles and implementation strategies of project learning approach. Members of the teaching team are willing to share and apply what they have learnt from training. They collaborate harmoniously to provide children with pleasurable learning experiences.
- 1.2 The school has applied the cyclical concept of planning, implementation and evaluation in its routine work in order to improve its work continuously in all aspects. The school set nurturing children's exploratory spirit and enhancing the effectiveness of learning through play as the major concerns last year. The school devised appropriate implementation strategies from the perspectives of training for teachers, curriculum design, campus environment, parent education and so forth. Timely review and follow-up actions were carried out. The implementation of the major concerns not only attained the expected outcomes, but also aroused children's interest in language learning. Moreover, from the review findings, the school identified that children's attitude of getting along with others should be further cultivated. Therefore, the school has set fostering children's language and moral development as the major concerns this year. The school has devised a proper implementation plan from the perspectives of training for teachers, curriculum design, parent education, etc., so that relevant work would be carried out gradually. The school not only reports its school self-evaluation (SSE) findings and development directions to the parent-teacher association, but also places copies of the related reports on the campus for parents' scrutiny, which is conducive to enhancing transparency.

1.3 The school is able to identify children with special needs at an early stage to provide them with timely referral and follow-up services. The school has established effective channels, such as parents' day, lesson observation day, parent seminar, to communicate with parents and inform them of the school's rationale on curriculum and parenting skills. The parent-teacher association performs its bridging role between the school and parents for effective communication. In addition, the school enlists parents' help in assisting with the implementation of school activities, such as outdoor visits, parents' storytelling sessions and parent-child sports day. With trust and support from parents, children's pleasurable learning and healthy growth are promoted through home-school cooperation.

## **2. Learning and Teaching**

- 2.1 The school devises its curriculum with respect to children's life experiences and interests, and adopts an integrated curriculum approach based on themes. The curriculum content not only covers all learning areas, but also includes the cultivation of values and attitudes, as well as the learning of skills and knowledge. Besides, visits or experiential activities have been arranged for children to enrich their learning experiences. The curriculum is comprehensive and balanced. The school designs project activities with flexible content to enable children to explore the surroundings that interest them, thus encouraging active learning. The school alternately arranges active, quiet, whole-class, group and individual activities. The daily activity schedule is planned suitably to facilitate children's balanced development.
- 2.2 The assessment of children's learning experiences is aligned with the curriculum goals. Teachers systematically record children's performance in different activities through continuous observation. The school develops learning portfolios for children to include various child assessment information and children's work as evidence of their development in different stages. The school follows up the recommendations of the previous Quality Review by revising the content of the assessment. Upon completion of a school term, the school summarises children's progress in all learning areas with textual description, which can reflect children's developmental progress. However, the school could revise the description of the assessment items in the assessment reports so that parents can be concretely informed of their children's development and progress during the period.
- 2.3 The school has developed a curriculum management mechanism. The management effectively performs its duties as curriculum leadership by steering teachers to

conduct collaborative lesson planning and devise the curriculum across all grade levels. It also monitors the implementation of curriculum and gives feedback and support to teachers by conducting lesson observation, classroom walkthroughs, scrutiny of teaching documents, etc. Teachers conduct teaching reflections after lessons. They adjust the teaching content and strategies in a timely manner based on children's learning performance. In addition, the school analyses children's assessment information of all grade levels to inform the curriculum and act as reference for teachers to cater for children's individual needs. The school gradually revises the design of homework. Yet, certain homework for K3 is considered to be slightly demanding which cannot meet children's abilities. The school is required to make improvement accordingly. The school must also review the arrangement of the activities for the interface between kindergarten and primary school to ensure children are given sufficient opportunities to engage in music, physical and free choice activities. Besides, the learning content should meet children's abilities and developmental needs.

- 2.4 Cultivation of positive values and attitudes is the key emphasis of the school. It has been set as the school's major concern this year. The school selects appropriate themes and incorporates positive values and attitudes into daily teaching activities. Teachers always encourage children to express their gratitude and care to others, as well as to be helpful. They praise children promptly as well. This can facilitate children's affective development. The school has attached great importance to cultivating in children the attitude of cherishing resources. Teachers promote green practices to children in daily activities, such as using natural things or recycled materials to decorate the interest corners and make artworks. As observed, children show courtesy and discipline. They take the initiative to help others and get along with peers harmoniously.
- 2.5 In recent years, the school has focused on developing children's curiosity and exploratory attitude, and enhancing the effectiveness of learning through play has been set as the school's major concern. Except arranging school-based teacher training, the school has examined the campus environment, adjusted the daily schedule and used the campus venues flexibly for children to have enough space for free exploration. The school has also added some hands-on group activities for children, such as making snacks, washing rice and cleaning up shoe cabinets. This year, the school has adjusted the arrangement for group activities by arranging more diversified activities. As observed, children are inquisitive and eager to make

attempts in an explorative campus. They are curious about the surroundings. They also enjoy using simple words or pictures to record their observation from experiments, design recipes and make theme-based books, thus presenting the findings of their exploration or expressing their views. During free choice activities, teachers and children decorate the interest corners which are in line with the themes. They simulate the scenarios in the Wetland Park. Children have fine motor skills activities in the visitor centre. They have games related to mathematical concepts in the mudflat. They conduct language activities in the pond area. Such arrangements effectively extend and consolidate children's learning. Teachers arrange children of different grade levels to play together upon completion of the theme. K3 children are assigned to be the duty staff or tour guides, enabling them to learn how to take care of others and develop their language ability through play. As observed, the duty staff are able to use cue cards properly to remind the participants to follow the rules of the play. The tour guides are able to invite peers to play together in a friendly manner. Their self-confidence is demonstrated.

- 2.6 Teachers are amicable and friendly with smiling faces, and are well-prepared for their teaching. Teachers listen to children's sharing with patience. They observe children's performance during activities meticulously. They often talk with children and intervene in a timely manner to encourage children to make more attempts. During the concluding sessions, teachers guide children to share what they have learnt by making use of children's work and experiences gained from the activities appropriately. They also encourage children to raise solutions to the difficulties encountered during the activities. Teachers design theme-related music activities and link up different music sessions with scenarios. For instance, teachers ask children to imagine the life of mudskippers, little egrets and fiddler crabs in the Wetland Park, and lead them to express their feelings freely through music and rhythmic movements. Children imitate different animals' behaviour happily, enjoying the fun derived from music games. Teachers design physical activities with good effort. They put equipment like tyres, large water bottles and paper tubes in the outdoor area for physical activities. Children can choose the equipment freely and decide the ways to play, thereby building their cooperative spirit and unleashing their creativity. Yet, some children choose games with a relatively low physical activity level, resulting in inadequate amount of physical exercises. Teachers are advised to refine the activity design to help children develop a strong and healthy body. Teachers respect children's uniqueness. They adjust the teaching strategies

and pace in accordance with children's individual needs. They render children suitable counselling and care with respect to their emotions and social development, thereby assisting children in integrating into school life.

- 2.7 Children like going to school and are interested in learning. They are keen to learn, explore and create in different corner and group activities, demonstrating unique ideas in their work. Children enjoy sharing their views and life experiences. They possess good verbal expression ability. Children can tidy up things, put on their shoes and pack their quilts of their own accord. Their self-care abilities are demonstrated.

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

The school has strived for continuous improvement through SSE in different domains including administration and management, learning and teaching, as well as support to children. The management could steer the teaching team to revise some of the homework assigned to K3 children and improve the arrangement of activities for the interface between kindergarten and primary school with respect to children's abilities and developmental needs, thereby facilitating children's learning. The school could continue to guide teachers to share effective learning and teaching strategies so as to enhance the teaching team's professional capabilities. The school could also make proper use of children's performance as evidence for assessing the effectiveness of the work plan based on the task objectives, hence fully performing the function of SSE to foster the school's ongoing development.