

**School No.: 564907**

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

**Hong Kong Sheng Kung Hui Lady Macle hose  
Centre Kindergarten**

**3/F, 22 Wo Yi Hop Road, Kwai Chung, New Territories**

**10, 11 & 13 December 2019**

**Kindergarten Inspection Section  
Education Bureau**

**Education Bureau**  
**The Government of the Hong Kong Special Administrative Region (2020)**

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## Dates of Quality Review: 10, 11 & 13 December 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 management has rich experience in administration and teaching. It plans and supervises the school's work effectively. It leads teachers to follow up the recommendations of the previous Quality Review to optimise the functions of the curriculum team and review the teaching arrangement in a systematic manner. The recommendations have been followed up seriously so as to enhance the quality of learning and teaching. The management strives to create a harmonious and collaborative working atmosphere. It considers the views of staff with an open attitude to facilitate the communication with each other. The management also pays attention to teachers' professional growth. It arranges different duties for teachers to exploit their potential. Moreover, peer lesson planning and observation are organised to promote teachers' professional exchange, with a view to enhancing the effectiveness of children's learning. The teaching team has good rapport among themselves, a collaborative culture and harmonious working atmosphere are created in pursuit of the common goal of promoting school development.
- 1.2 The school adheres to the implementation of the inter-connected school self-evaluation (SSE) process, viz. planning, implementation and evaluation. The management leads teachers to conduct SSE to review the teaching situation and different activities regularly and raise suggestions for improvement. The school places emphasis on enhancing children's language abilities after considering its developmental foundation and needs. It has set enhancing children's reading interests as the major concern in recent years and implemented the work plan systematically. The effectiveness of the plan is significant. This school year, the school encourages teachers to practise what they have learnt from training such as introducing role-play in the activities, which is effective in arousing children's interest in the activities and encouraging them to express their thoughts. The school deploys appropriate strategies and reviews the implementation of the work plan in a timely manner. It thereby maps out corresponding follow-up and improvement measures to facilitate the school's sustainable development.

1.3 The school cares about learner diversity. It taps external resources wisely to support children's diverse needs so that they can receive suitable assistance timely. The school values home-school cooperation. It regards enhancing parents' sense of belonging to the school as the major concern in recent years by cooperating with parents actively, so as to strengthen the effectiveness of home-school collaboration. The school provides more opportunities for parents to participate in the school activities, such as workshops and seminars that are in line with the school's major concerns. Thus, parents can know about their children's learning and the development directions of the school. The school invites parents to join the "Home-School Cooperation Group" to assist it in implementing school activities. The school also organises diversified and relaxing group activities for parents and ultimately provides them with information of parent education. The school's work on home-school cooperation is well-planned. Parents trust and support the school. They join hands with the school to foster children's healthy growth.

## **2. Learning and Teaching**

2.1 The school makes reference to the teaching packages to design an integrated curriculum. When it plans the curriculum outline and teaching schedule, it selects and adjusts the learning content in light of children's abilities and needs. The content covers all learning areas. The school strives to enrich children's learning experience by arranging a variety of visits and experiential activities so as to extend their learning. With respect to the daily schedule, the school arranges adequate time for music, art and free choice activities for children every day. However, there is no time allocated for physical activities for some classes on one of the days in each week. The school must improve the arrangement to ensure that children have balanced learning every day for facilitating their all-round development. Besides, some homework of mathematics and learning content in primary one simulated activities for K3 are rather difficult. The school must delete those inappropriate content to meet children's abilities and developmental needs.

2.2 The school assesses children's development by continuous observation and record-keeping. The assessment is comprehensive that helps teachers and parents understand children's performance in various aspects. The school develops learning portfolios for children to maintain records of all kinds of assessment information and children's work systematically. The school actively enhances the effectiveness of children's learning assessment. It starts to take steps to revise the

assessment items in this school year. It also analyses the assessment information of children of each grade level as the basis for improving the curriculum and teaching strategies, which is effective in informing curriculum planning.

- 2.3 The school has an effective curriculum coordination, monitoring and review mechanism. The management understands the implementation of its curriculum through scrutinising curriculum documents, attending meetings, conducting classroom walkthroughs and providing assistance in class. Timely feedback is provided to teachers as well. The management and the curriculum group lead teachers to discuss the design of activities and the set-up of the environment together. Activities are arranged by considering children's abilities and interests prudently. Teachers also conduct reflection conscientiously by making reference to children's performance after finishing the activities, in order to examine the overall teaching effectiveness. Suggestions and practical follow-up actions are offered. The school is able to embed the SSE rationale into daily teaching, which is conducive to promoting curriculum development.
- 2.4 The school's development focus is enhancing children's language abilities in recent years. One of the development directions is to cultivate children's reading interests. Through adopting strategies such as parent-child reading programme and reading books aloud, the school gradually develops children's reading habit. As observed, children take the initiative to flip and read books. They observe the pictures in the books carefully and share the stories with peers, showing interest in reading. The effectiveness of the relevant strategies has been observed. In this school year, the school further facilitates children's expression abilities and regards this as the major concern. It adds role-play in the activities as to encourage children's participation through a relaxing and interesting approach. The school brings in external training to enhance teachers' skills in designing and conducting activities. Teachers are happy to learn and try out their acquired knowledge. From observation, teacher use relevant skills to encourage children's imagination and play-acting. Children are devoted to the activities. They engage in role-play with peers joyfully by imitating the characters and share their feelings proactively among themselves. The expected effectiveness of the work plan has been achieved and the relevant strategies have been integrated into daily teaching activities progressively.
- 2.5 The school attaches great importance to the set-up of the environment. Children's individual or collective art and craft works are displayed all over the campus for children to appreciate and learn from each other. The campus is filled with artistic

ambience. Different interest corners are set up in the classrooms with a variety of learning materials in place. Teachers are able to design games according to the themes and children's abilities, including cooperative learning activities which are conducive to fostering children's social development. During free choice activities, children plan and record their corner activities on their own, showing self-management skills. They use theme-related or unwanted materials to design games with peers in the constructive zone, and they collaborate with each other in harmony. Exploratory and inspiring materials are prepared in the science zone. Children engage in exploration or tests together. K3 children even create their own ways to play with interesting ideas. Under the relaxing and pleasant atmosphere, children are committed to participating various games and their self-directed learning ability is developed.

- 2.6 Teachers are passionate about teaching and work prudently. They use real objects and pictures as teaching aids to arouse children's learning interests. Teachers collaborate with each other. They support children's diverse needs by individual counselling that caters for their different abilities and development. Teachers value teacher-child and child-child interaction. They always encourage children to share their learning process and express their views during the reviews of the activities. They provide appropriate guidance and feedback to develop children's confidence in speaking. Currently, K1 conducts sharing in a whole-class approach. Yet, as the class consists of many children, they may not have enough opportunities to express their ideas. The school may consider to conduct sharing activities in a small group approach in order to increase children's opportunities of expression, and to enhance the effectiveness of interaction.
- 2.7 Children are obedient, polite and friendly. They are willing to listen to peers' sharing and learn to appreciate others. Children get along in harmony. They like taking part in art activities and are able to use different materials and skills to create artwork. After finishing the work, they share with peers and appreciate each other's work, showing satisfaction and joy. Children clear away tableware by themselves, put back the things used and pay attention to personal hygiene. Their self-care abilities are well-developed.

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

- 3.1 The school carries out SSE seriously. It reviews and refines different aspects of its work continuously. In this school year, the school starts to collate and analyse the information of children's assessment to inform its curriculum. The school may further utilise those relevant information as reference to evaluate the effectiveness of its major concerns.
- 3.2 With respect to the curriculum, the school must delete the homework with difficult content for K3 and cancel the inappropriate learning content in the primary one simulated activities. Besides, the school must review the arrangement of its daily schedule to ensure that children have adequate time for participating in physical activities every day in order to facilitate their balanced development.