

School No.: 566926

Quality Review Report (Translated Version)

Hong Kong Sheng Kung Hui Tung Chung Nursery School

**Shop 301, 3/F, Fu Tung Plaza, Fu Tung Estate, Tung Chung,
Lantau Island, Hong Kong**

23, 24 & 26 June 2025

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region

This report can be reproduced in part or in whole, but should not be used for any commercial publicity. The original source should be cited when reproducing the report.

This English translation is for reference only. In case of discrepancy between the English version and the Chinese version, the Chinese version shall prevail.

Dates of Quality Review: 23, 24 & 26 June 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 school keeps in contact with the affiliated kindergartens of the organisation. The management regularly participates in joint-school meetings hosted by the leadership team to report on and discuss the school's development and curriculum implementation, as well as to exchange experiences with other schools. The leadership team scrutinises reports and attends large-scale activities to keep abreast of the school trends and needs. It gives advice on administrative management to support the school's development. The school has a clearly defined organisational structure. The management assigns duties to staff properly according to their abilities and experiences so that they can exploit their strengths. Team members discharge their duties in different positions and get along well, building a rapport at work. The school plans a wide range of training activities in alignment with the curriculum development direction. Team members occasionally share training takeaways in meetings to strengthen professional capacity. The school duly collates and retains various kinds of guidelines and teaching materials, while reviewing and updating them at opportune times for the team's easy reference, ensuring smooth daily operations.
- 1.2 The school has established a school self-evaluation (SSE) mechanism. The team conducts timely reviews and renders suggestions to improve the school work in an ongoing manner. Taking into account the school context and stakeholders' opinions, the school considered building a positive campus as one of its priority tasks

in the last school year. It also regarded refining the curriculum planning in the learning area of Arts and Creativity as its major concern, which has been carried forward into this school year. Through the deployment of teacher training, activity design, parent participation and other aspects, the school promotes work plans steadily. It disseminates the school development information via the school website, parents' day and other communication channels, which is conducive to increasing transparency and accountability and is heading in the right direction.

1.3 The school embraces and caters for children's diverse needs. A mechanism for identification, referral and support is in place. Teachers maintain close communication with external professional teams to stipulate individual learning goals for children in need. Team members share children's performance in daily meetings and deliberate on support strategies for children. The school distributes orientation guide to newly admitted children and continues to monitor their adaptation after the school year begins, taking follow-up actions with parents collaboratively to help them integrate into school life. The school organises primary school visits for K2 and K3 children and provides parents with information and kits on primary school admission, helping children get psychologically prepared and welcome primary school life with a positive attitude.

1.4 The school values home-school communication. It maintains contact with parents through channels such as phone calls, intranet and face-to-face meetings. In tandem, the school issues newsletters regularly and organises parent lesson observation to help parents get hold of their children's learning. The school has formed a parent-teacher group that teachers share the latest school activities information and collect parents' views to facilitate communication. Parents join volunteering services with enthusiasm, such as assisting in the preparation of teaching materials and supporting off-campus visits. Parents recognise the school's

mission and trust teachers, developing a partnership with the school.

2. Learning and Teaching

- 2.1 With reference to the *Kindergarten Education Curriculum Guide* and child development information provided by the organisation, the school devises a curriculum by selecting real-life themes based on children's interest. The curriculum content is comprehensive and takes into account the cultivation of values, and the acquisition of skills and knowledge. Children have sufficient opportunities to take part in physical, music, art and free choice activities every day, leading to a balanced daily schedule. The school purposefully promotes learning through exploration in children. It employs project learning to guide children in perceiving problems and arranges outdoor visits and field trips for them to seek answers, learn about their surroundings and nurture an attitude of caring for nature. Chinese culture learning elements are also incorporated into the curriculum. For instance, themes such as Chinese characters and giant pandas are adopted, and teachers design interesting experiential activities to help children understand traditional culture, thus gradually developing children's sense of national identity. The school attaches importance to moral education. It makes good use of morning assemblies and lunchtime broadcasts to share stories and talk to children, helping them connect life experiences with what they have learnt and deepening their understanding of positive values like caring and perseverance. The school designs simple parent-child tasks for children to practise proper values. Parents are encouraged to keep brief records, fostering greater awareness of their child's behaviour.
- 2.2 The school formulates thematic assessments to tie in with the learning content. Teachers assess children by continuous observation and invite parents to share their children's self-care and behaviour at home with a view to understanding children's

development from multiple perspectives. Teachers create learning portfolios for children to keep assessment forms, observation records, work analysis, and other information, while communicating with parents periodically and providing specific suggestions to facilitate children's growth. Last school year, the organisation introduced a new version of school term assessment forms. The management is advised to strengthen its monitoring and support to enable teachers to reach consensus on the criteria and methods for end-of-term assessments, ensuring the assessments continue to reflect children's performance in a consistent manner. The school agrees on and is going to review the arrangement of end-of-term assessments in light of the curriculum in the next school year.

2.3 The school has established a curriculum management mechanism. Team members conduct collaborative lesson planning to devise learning objectives, design activities and decorate the interest corners. Teachers conduct weekly reflections to evaluate teaching effectiveness by using children's performance as evidence. They discuss the causes of the learning objectives being met or unmet, and propose suggestions for improvement. The management monitors the curriculum implementation by scrutinising documents, attending meetings and observing lessons. It gives timely guidance and feedback while steering teachers to review the environment setup, teaching strategies and skills, etc., to enhance the reflective skills of the team. Teachers consolidate the developmental performance of children to analyse curriculum effectiveness, and subsequently adjust the learning objectives and content to inform curriculum planning.

2.4 The school has been striving to refine the curriculum planning in the learning area of Arts and Creativity in recent two years. Last school year, the school regarded improving the music activity design as its focus. Through external support, teachers strengthened their professional competence, and diversified music activity was

introduced. Teachers were good at using story contexts as an introduction to guide children to feel the rhythm, perform rhythmic movements along the melodies and manipulate musical instruments in an organised manner. This school year, the school has consolidated the learning objectives of the music and art activities, supporting teachers in designing activities in light of children's developmental needs. As observed during music activities, teachers encouraged children to add creative elements to familiar songs, such as imitating the shape of musical instrument with body movements after listening to its sound. Children enjoy the fun of the games. However, the school places undue emphasis on improving the music activity design in this school year, with limited planning regarding arousing children's creativity through art activities, thereby weakening the effectiveness of the work plans. The management must forge consensus on the major concerns within the team, set goals and implement corresponding strategies to increase the effectiveness of the annual plans.

2.5 The school environment is bright and clean. Children's activity photos, artworks, as well as the signs and game procedures prepared by children are displayed around the premises, filling the space with child's pleasure. Teachers decorate the classrooms based on the children's interests and needs. Corner activities are diverse, exploratory and manipulative, igniting children's learning interest effectively. Children jointly go to the interest corners and play. For instance, they imitate scuba divers observing marine animals and taking photos under the sea, or play the role of panda keepers to unleash their imagination. They pick tools and artwork materials of art corners freely, posting self-made octopus, fish and water plants on the walls of classrooms to make a collaborative painting. Some children draw facial features for origami animals and place them on papers, drawing a background for them. The reading corners are comfortably arranged with ample

books, puppets and cushions. Children flip through the books, or introduce theme-related books and information log books to peers, demonstrating their learning interest. During the school visit, K3 regards promoting to primary school as a learning theme. Teachers deliberately create a warm ambience and thoughtfully arrange a variety of games. For example, they organise simulated graduation ceremony, review graduation picnic and so forth, followed by making memory books, greeting cards and mood records. All these are beneficial for children to express their emotions about leaving the school. Children are engaged in the activities. Some of them sing the graduation songs confidently and the others take the initiative to thank teachers, showing gratitude.

2.6 Teachers are amiable and friendly. They often recognise children's performance and establish a good relationship with children. Teachers have clear communication and expression. They grasp children's interests and ideas and guide children to think a step further through questioning. The team endeavours to provide more opportunities for children to explore by utilising the special activity day and admission hours, allowing children to choose materials freely and create games. There are various types of children's play, with some of them draping cloth over themselves to act as a princess, and using floor mats as a large checkerboard. Teachers continuously observe, accept and respect children's thoughts, adjusting the teaching pace and strategies when necessary. Physical activities are designed in different levels of complexity for children to choose from according to their abilities and interests. The playing methods could be modified to cater for children's diversity. Children love to go to school. They hold a joyful attitude towards learning and are willing to accept challenges.

3. Recommendations for Enhancing Self-improvement of School

The school has established the SSE mechanism. That said, the team must sharpen its self-evaluation skills which include reaching consensus on the objectives of major concerns, focusing on the goals to devise strategies, as well as presenting success criteria that reinforce the effectiveness to enhance the efficiency of the major concerns and work reviews. Additionally, the management is recommended to lead the team to review the end-of-term assessments to ensure that the assessments reflect children's performance in a consistent manner.