

School No.: 564400

Quality Review Report (Translated Version)

San Po Kong Rhenish Nursery

**G/F, A23-A26, A36-42, A48-52, A53A-A56, San Po Kong Plaza,
33 Shung Ling Street, San Po Kong, Kowloon**

16, 17 & 19 June 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: 16, 17 & 19 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 leadership team demonstrates its support and concerns for the school by participating in meetings and conducting regular visits to stay informed about the school context. It provides timely assistance and recommendations for improvement in aspects such as administrative management and curriculum development, performing its supervisory and monitoring roles effectively. The school, along with affiliated schools of the organisation, holds joint-school graduation ceremony and teacher development activities together, which is conducive to the sharing of resources among schools. To address the needs of the teaching team, the management organises school-based training and actively shares knowledge and experience in curriculum planning, thereby facilitating professional exchange among peers and fostering a learning community culture. The school forms different task groups based on the domains like administrative affairs, resource management and parent education, empowering teachers to exploit their strengths. Furthermore, each task group is encouraged to collaborate in addressing the school matters, creating a mutual support atmosphere at work and showing team spirit while promoting the continuous development of the school.

1.2 The school carries out school self-evaluation through collective discussion. It evaluates the effectiveness of daily tasks by reviewing teaching reflection and child assessments, and analysing the findings of the stakeholders' survey and so forth. These are served as reference for devising the development foci of the next school

year. The school has regarded cultivating the exploratory spirit of children as its major concern over the past two years. External support programmes were introduced in the last school year to guide seed teachers to make good use of the surrounding things in daily life for designing exploratory activities which are related to children's life experiences. Building on the established foundation, the management takes a step further in this school year by conducting collaborative lesson planning, lesson observation and lesson evaluation to propel all teachers to practise activity design and teaching strategies acquired through training, with a view to stimulating children's curiosity and inquisitiveness. Besides, the management arranges for the team to learn about the environment rating tool, so as to refine the setup of classrooms and interest corners progressively, thereby enhancing the learning effectiveness of children. The school deploys suitable strategies from multiple perspectives and implements various work in a step-by-step manner, with results observed.

- 1.3 The school caters for the diverse needs of children. A mechanism is in place for identifying and referring cases of children with special needs. The school utilises external resources for these children to receive professional support the soonest while holding regular co-ordinating meetings with the affiliated schools of the organisation to exchange skills in taking care of children with special needs. Through parent-child fun days, meetings for parents of newly-admitted children and adjustment of lesson time, the school helps the newcomers gradually integrate into school life. K3 children are arranged to visit primary schools in the vicinity and have experiential classes to gain a first glimpse of the primary school environment. The team uses varied channels wisely to have close liaison with parents. It meticulously prepares school newsletters with rich content for sharing an overview of the school development, children's learning experiences and parenting practices, which is

beneficial for parents to grasp the curriculum principles and child-rearing knowledge. Parents are willing to leverage their strengths to assist with activities including wrapping rice dumplings and trimming hair to children. Parents are eager to take part in parent-child play and accompany their children to learn, thereby working with the school to support children's healthy growth.

2. Learning and Teaching

- 2.1 Based on the *Kindergarten Education Curriculum Guide*, the school selects picture books that tie in with children's life experiences and interests as the thematic teaching materials to design a curriculum covering various learning areas. With respect to moral education, teachers share stories during morning assemblies and launch award schemes to let children put into practice such as respecting others and showing benevolence in daily lives, thereby cultivating proper attitudes. The school incorporates the elements of Chinese culture into the curriculum. It arranges for children to visit museums and enjoy Cantonese opera performance, while also holding the Chinese culture day and festive activities for them to experience the traditional custom, food and art of our country, helping them understand different aspects of Chinese culture. The daily schedule is properly arranged so that children can take part in music, physical, art and free choice activities every day.
- 2.2 The school formulates specific assessment content and criteria according to the curriculum objectives. It keeps abreast of children's learning performance through continuous observation. Meanwhile, it orderly retains thematic assessment forms, observation records, artworks, etc., in the children's learning portfolios. At the beginning of a school term, the school invites parents to record their child's behavior at home so that teachers can better understand the child's developmental needs. At the end of the school term, teachers conclude the development of children and report

it to parents, keeping them informed of their child's learning progress. Moreover, the teaching team analyses the assessment information to gain insight into children's overall performance and review the effectiveness of learning and teaching, informing the curriculum design.

- 2.3 The management convenes lesson planning meetings regularly to discuss the learning objectives, assessment content and arrangements of off-campus visits with teachers of all grade levels. Teachers make reflections on thematic activities and design of interest corners every week. They analyse the performance of children and efficiency of activities during the meetings of curriculum review to render specific suggestions for improvement as necessary. The school is advised to draw up key findings on the implementation and effectiveness of music and physical activities in the daily schedule as well as children's performance thereof, serving as a reference for activity planning in the future.
- 2.4 The school builds upon the foundation established by the major concern of the last school year to further enhance the team's skills in planning exploratory activities through training in this school year. Teachers design simple and fun experiments to arouse children's interest in observing things around them in real life, such as allowing children to compare the colour, scent and taste of common beverages. The school organises mixed-age play days on a regular basis. Weather was once taken as a theme. The school set up scenes of falling snow and leaves in different classrooms where children could take part in a melting ice competition and create a collage of maple leaves to learn about seasonal changes and the laws of nature. The mixed-age play days provide more opportunities for children to interact with one another and learn to cooperate. However, the school could increase the learning elements of physical fitness and music when planning the daily schedule of the play days in order to enrich children's learning experiences. The school refines the

exploratory corners continuously. For instance, it keeps animals, takes care of plants as well as providing magnets and a water tank in accord with themes for children to observe the growth of animals and plants, and discover the phenomena of magnetism and floating and sinking of objects. In the course of the activities, children record what they observed and share their interesting discoveries with peers, showing their curiosity and inquisitiveness. The management consistently collaborates with the teaching team to review work plans, which is conducive to promoting the major concerns. The effectiveness has been observed.

2.5 The school environment is spacious and bright. Activity photos and children's artworks are used for decoration to facilitate children to revisit their learning and appreciate each other. A variety of interest corners are set up in the classrooms. Children can play in the corners either alone or together with peers during free choice activities. As observed, they engaged in acting as the guide of aquarium, applying what they have learnt to confidently introduce the appearances and living habits of marine life to visitors. Teachers put different materials and tools in art and craft corners. Children happily create their work and unleash their imagination. Reading materials are kept by category in the reading corners with a comfortable environment. Children interact with their peers using finger puppets to narrate stories, having great fun. Audible teaching materials are available in language corners. Children listen to them and repeat them afterwards, and are devoted to singing nursery rhymes aloud. Teachers are attentive in environment and activity planning in a bid to create joyful learning experiences for children.

2.6 Teachers are mild and kind, look after children carefully. In classroom interaction, teachers not only ask open-ended questions to guide and provide children with ample time to think, but also follow up on children's responses and encourage them to express and extend their thoughts. Teachers meticulously design and clearly

explain thematic activities, leading children to consider solutions through testing and recording results, thereby cultivating their problem-solving skills. To dovetail with the goals of physical activities, teachers make good use of a variety of equipment to design games, and assist children in grasping basic motor skills. Teachers also adjust the level of complexity in light of children's abilities to cater for the diverse developmental needs of children. In art activities, teachers guide children to observe patterns along with lilting music, creating a joyful and relaxing atmosphere. Children play musical instruments, sing and perform rhythmic movements during music activities to experience the fun therein.

2.7 Children enjoy campus life. They go to school every day with energy and take the initiative to greet teaching staff and treat others with courtesy. Children get along well with teachers and peers. They are familiar with the classroom routines, take part in activities intently and are willing to speak and raise questions, possessing good language expression. During snack time, children distribute utensils according to the tasks assigned by teachers, and voluntarily help teachers tidy up after physical activities, demonstrating good self-care abilities.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 Parents trust and support the school, and are eager to participate in various activities. Building on the existing good foundation, the school may further enhance its connection with parents by establishing a parent-teacher association. By doing so, it pools parents' efforts and mobilises different stakeholders to organise the home-school cooperation activities and develop a closer partnership.
- 3.2 The management steers the teaching team to conduct curriculum review meetings periodically, during which they focus on the thematic activities and the design of interest corners to analyse children's performance and activity effectiveness, along

with making specific suggestions for improvement. The school is recommended to review and record key findings of the implementation of music and physical activities, serving as a reference for future curriculum planning.