

School No.: 158160

Quality Review Report (Translated Version)

**Shun Tak Fraternal Association
Leung Lee Sau Yu (Shatin) Kindergarten**

**G/F, Wings A & B, Hin Tak House, Hin Keng Estate, Shatin,
New Territories**

13, 15 & 17 June 2022

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region (2022)

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Dates of Quality Review: 13, 15 & 17 June 2022

- 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 cares for and supports the development of the school, provides administrative and resource support, and regularly visits the school to understand the situation of the school. The school attaches importance to the professional development of teachers, arranges teachers to participate in school-based and joint-school training activities, enhances teachers' understanding and skills of teaching, caring for diversity of children, parent education, etc., and promotes professional exchanges of the teaching team through collaborative lesson planning and peer lesson observation. The school has followed up on the recommendations of the previous Quality Review to arrange teachers to participate in different functional groups to increase the opportunities for them to collaborate with each other and jointly plan and promote the development of the school. The management is open in the communication with the team and listens to their opinions. The atmosphere in the team is harmonious. Team members support and cooperate with each other to promote the continuous improvement of the school.
- 1.2 The school recognises and practises the rationale of self-evaluation in daily work. The management regularly leads teachers to review their work in various areas in the form of collective discussion and discuss the development plan for the coming year with reference to the findings from stakeholder surveys, teachers' opinions as well as other information. In the last school year, the school regarded improving the effectiveness of corner activities and children's ability to express their emotions in appropriate ways as its major concerns. In the current school year, the school focuses on facilitating children to learn through play and promoting reading. The school uses external resources to plan teacher training and teaching activities, thereby rolling out the plan in a step-by-step manner.
- 1.3 The school takes care of children's diverse needs to plan and provide appropriate support. The school has established a clear identification and referral mechanism, and made good use of community resources to enable children with special needs to

receive appropriate assistance as early as possible. The school organises seminars and workshops for parents to enhance their parenting skills. It also maintains close contact with parents through different channels to help them understand the situation of their children in school. It also invites parents to assist and participate in school activities to promote communication and collaboration. A relationship of mutual trust between home and the school is established to jointly help facilitate children's healthy growth.

2. Learning and Teaching

- 2.1 The school refers to the teaching packages and designs an integrated curriculum using themes according to children's life experience and interests. The school's curriculum is comprehensive, enabling children to establish positive values and attitudes and learn knowledge and skills through play. The school also organises festive and experiential activities to enrich children's learning experience. Regarding the daily schedule, the school provides sufficient opportunities for children to participate in music, physical and art activities daily to promote children's balanced development. It also arranges free choice activities to encourage children to take the initiative to learn. In this school year, the school has strengthened the promotion of moral education. Through stories and extended activities, the school cultivates in children attitudes of politeness, care and helpfulness. The school has also promoted home-school cooperation so that children can practise what they have learned at home. In planning, the school may further integrate relevant content in the school-based curriculum to enhance the effectiveness of implementing moral education.
- 2.2 In line with the curriculum objectives, the school has formulated a policy on the assessment of child learning experiences and adopts formative and summative assessment modes to comprehensively reflect the performance of children in various learning areas. Teachers assess children's performance through continuous observation, and establish learning portfolios for them. They keep children's observation records and assessment reports in an orderly manner as a reference to follow up on children's individual needs. The school keeps parents informed of their children's performance at different stages, and they jointly discuss ways to guide children. On this basis, the school should collate and analyse the findings from the child assessments, and utilise the findings to inform curriculum planning.

- 2.3 The school has a clear curriculum management mechanism. The management leads teachers to jointly implement the curriculum. It also understands the implementation of the curriculum and gives teachers follow-up suggestions by participating in curriculum meetings, lesson observation and reviewing curriculum documents. Teachers of different grade levels discuss the arrangement of activities and teaching plans, and conduct teaching reflection regularly. Most of them can reflect the implementation of activities in terms of children's performance. Some teachers can put forward suggestions for improvement on the arrangement of activities. The school may continue to improve teachers' reflective abilities, so that teachers can give improvement suggestions at the level of adjusting curriculum content, so as to inform learning and teaching in a more effective manner. In terms of homework, the school continues to review and revise the design of homework. However, the content of some parent-child exercises and homework of K3 is still rather difficult. The school should delete inappropriate parts to meet the developmental needs of children.
- 2.4 The school regarded improving children's ability to express their emotions in appropriate ways as its major concern in the last school year. Teachers used the teaching resources provided by the support programme to design theme-based activities to help children in both K2 and K3 understand and express their feelings, and to cultivate children's social skills. It is observed that teachers are patient and use the relevant teaching skills learned from the training to properly deal with children's emotions, guide children to express their moods and feelings, and teach them to get along well with their peers. The plan is basically completed.
- 2.5 The school focuses on the promotion of reading in this school year. It uses resources to purchase diversified books, arranges children to borrow books and participate in reading programmes, and encourages them to read at home. The school organises seminars for parents to improve their skills in selecting books and reading for their children. Teachers recommend books and read with children. It is observed that books are placed in classrooms in an orderly manner, and the books selected are in line with theme-based learning. The school may encourage children to share their experience and joy in reading to further develop children's reading interests.
- 2.6 In this school year, the school has also set priorities for facilitating children to learn through play by participating in support programmes, with a view to enhancing teachers' skills in designing and leading games. Teachers' effort is observed in

designing theme-based teaching activities to help children gradually construct learning. They also conceive different games related to theme-based learning to enhance children's interest in learning and participation. Children enjoy participating in the games. Yet, some teachers may still flexibly adjust the teaching content according to children's performance; make good use of open-ended questions to guide children to express themselves, thereby further improving their learning effectiveness.

2.7 The school environment is neat and bright. Teachers make good use of the space in the school building to display children's works, which is conducive to children's mutual appreciation. In recent years, the school has devoted great efforts to improving the set-up of interest corners and the design of activities, which have been made another major concern of the last school year to enhance children's interest in learning. Teachers equip themselves through training activities and exchange their experience in designing activities through collaborative lesson planning. Different corner activities are set up in classrooms with sufficient materials for children to manipulate. From observation, in free choice activities, children participate in corner activities of their interests, showing concentration and devotion. Children show curiosity when observing the melting of ice cubes and learning about the relationship between light and shadow. A variety of teaching aids are used to train the fine motor skills of children. Children also learn language, numbers and counting, and so on. The school provides diversified art materials. Children enjoy participating in art and craft activities. However, teachers may reduce the restrictions in the design of the activities and increase the room for creation for children. In addition, teachers may further enrich the relevant set-up of the imaginative play corner to facilitate children's interaction and communication in role-play. Teachers observe and assist children in the activities, and invite children to share their experience in the games. Yet, they may also play more often with children to further inspire their learning according to children's performance in the process of play.

2.8 Teachers are kind and friendly, care for children, and often commend children. They provide children with individual guidance and adjust their homework as necessary to meet their different needs. Teachers prepare for teaching seriously and make good use of pictures and audio-visual materials to help children understand the learning content. Teachers design diversified music activities for children to sing, play musical instruments along with the music and move to rhythms, so that they can

enjoy the fun of music activities. Regarding physical activities, teachers put in efforts to arrange diversified activities and design games with different scenarios to help children master basic physical movements. Children actively participate in physical activities. In general, they can master such movements as climbing, jumping and so on, and show good gross motor ability.

- 2.9 Children are interested in learning and enjoy going to school. They are lively and polite, and take the initiative to greet people. Children are self-disciplined, listen to teachers' instructions patiently, and get along well with their peers. The self-care abilities of children are good. They can pack their own personal belongings as well as putting on and taking off their own shoes. They also often help teachers tidy up the items used, put away table mats, etc., demonstrating the good behaviour of serving others.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The school has established a self-evaluation mechanism to formulate its development plans with the participation of the whole school and review the implementation with reference to different information. However, the management still needs to improve the self-evaluation skills of the team. In the formulation of plans, it should set clear task objectives for major concerns and devise strategies and success criteria corresponding to the objectives from various perspectives, so as to evaluate the overall effectiveness of the plans in a more specific manner.
- 3.2 As the school continues to promote curriculum development, it must continue to review its homework design and delete inappropriate content to meet the developmental needs of children. Regarding curriculum review, the school should make good use of the findings from child assessments to inform curriculum planning. The management may continue to lead teachers to review the design of corner activities and improve teaching skills, so as to further improve the effectiveness of learning and teaching.