

School No.: 216259

Quality Review Report (Translated Version)

Shun Sang Anglo-Chinese Kindergarten

G/F, Wings B & C, On Yan House, Tsz On Court, Tsz Wan Shan, Kowloon

26, 27 & 29 May 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: 26, 27 & 29 May 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 supports the school development on different aspects. Apart from grasping the context and needs of the school through regular meetings and giving professional advice, it is also willing to attend school activities as well as taking part in teacher training and parent education. The management attaches importance to communication and collaboration. It encourages team members to express their views to build a consensus at work. Some teachers have served the school for years and have developed a sense of belonging to the school. They are happy to share their experiences with the newly recruited teachers to help them understand the school culture and get familiar with the school operation and teaching routines. There is a harmonious atmosphere at work in the school. Team members get along with and support one another, raising the quality of education with concerted efforts.
- 1.2 The school has established a school self-evaluation (SSE) mechanism to implement the cyclical process of planning, implementation and evaluation, so as to keep refining the daily work. The school follows up on the recommendations of the previous inspection in a pragmatic manner. It examines and revises the daily schedule to increase physical activity time so that children have the chance to do exercise every day. The management and teachers consolidate information such as teaching reflection, child assessment and parent feedback at the end of a school year and set the directions for the plans of the next year based on the review findings.

The school devises two major concerns this school year to suit children's needs, which are fostering children's physical development and nurturing their inquisitive spirit respectively. Teachers organise learning activities that are in line with the objectives, improve teaching design and promote parent participation, implementing various work step by step.

- 1.3 The team cares for children and adopts appropriate strategies to cater for learner diversity. The school holds adaptation activities for the newly admitted children and their parents to learn about the campus environment and activity modes. Teachers observe children's performance at school while paying home visits to understand children's living habits, family background, etc., thereby identifying and addressing their needs the soonest. The school utilises external resources effectively to provide referral services and professional support for children with special needs. In tandem, it maintains liaison with the primary schools in the area to coordinate visits and experiential activities, helping children get ready for being promoted to primary one. The school communicates closely with parents and organises lesson observation, thematic seminars and so forth, which are conducive to deepening parents' understanding of the learning and development of children, enhancing their competence in parenting. Parents are keen on taking part in parent-child activities and volunteer services while the school capitalises on parents' expertise to invite parents to school to share their professions or demonstrate making snacks. Thus, home and school collaborate to facilitate children's growth.

2. Learning and Teaching

- 2.1 The school selects real-life themes to plan its curriculum. It connects the content of all learning areas in an integrated approach, assisting children in linking up prior experiences, constructing new knowledge and developing skills. Moreover, the

school formulates moral education foci according to themes, designs relevant learning activities, award schemes and parent-child simple learning tasks to cultivate children's values and attitudes. The school also puts a great effort into providing children with rich learning experiences, including organising outdoor exploration and experiential activities that tie in with the major concerns as well as carrying out project learning and art week, encouraging children to explore proactively, unleash their creativity and extend their interest in learning. The daily schedule of the half-day classes is duly planned. As for the whole-day classes added in this school year, the school is required to allocate more time for children to participate in music activities every day, hence further fostering their balanced development.

- 2.2 The team devises items of the assessment of child learning experiences in alignment with the curriculum objectives. It sets clear criteria and continuously observes and documents children's performance in thematic learning to evaluate children's development on a regular basis. The team also gives overall comments at the end of a school year to reflect children's development properly. Teachers maintain various types of assessment information in the learning portfolios for children in a systematic manner. Children's artworks, parent-child creative works and project learning outcomes are also kept in the portfolios to present children's progress and growth from multiple perspectives.
- 2.3 The school has established a curriculum review mechanism to improve learning and teaching. Teachers conduct routine teaching reflection and thematic evaluation. During collaborative lesson planning, teachers refer to the related information of the previous school year to discuss measures to refine teaching plans. They also reflect on the activity effectiveness after class and make specific follow-up suggestions on teaching arrangements and children's learning. Through classroom walkthroughs, lesson observation, scrutiny of documents and so on, the management keeps track of

the curriculum implementation and gives feedback to teachers. At the end of a school term, the management summarises the curriculum effectiveness with the team based on children's assessment and the teaching review findings. The school has been gradually adapting the homework design and reducing the amount of copying in recent years. However, it must revise the excessively difficult homework content in the learning areas of Language and Early Childhood Mathematics for K2 and K3 as well as relaxing the restrictions on the line drawing exercises of K1 in order to meet children's abilities and development. In addition, the management may lead teachers to step up their evaluation of the implementation of the major concerns with a view to modifying the plans in a timely manner and enhancing the work effectiveness.

- 2.4 The school regards fostering children's physical development as its major concern in this school year. It employs different strategies to increase children's interest in doing exercise and the effectiveness of physical activities. Teachers design interesting games. They incorporate elements of muscle strength and endurance enhancement according to children's needs to help children progressively grasp basic physical skills in an effective manner. Children are engaged in the diversified physical games. They try hard to keep their balance to walk through the designated paths, during which they encourage one another. When children succeed in throwing or kicking objects into the target places, they are excited and show a sense of satisfaction. Teachers may flexibly adjust the activities' levels of difficulty and add more challenging simple learning tasks in light of children's performance to further improve children's abilities. Meanwhile, teachers are recommended to review the facilities and items intended for children to select and play so as to ensure that children have an adequate amount of exercise during physical activity sessions to build a strong body. Apart from arranging physical activities every day, the

school also invites professionals to demonstrate Shaolin kung fu at school for children to experience the culture of traditional martial arts. Furthermore, parent-child experiential days are held for children to have more access to various types of sports like football and rugby, assisting them in exploring and enjoying the fun thereof.

- 2.5 Teachers make good use of the campus space to display children's artworks while decorating the interest corners in classrooms to tie in with themes, creating a favourable environment for children's mutual appreciation and active learning. During free choice activity sessions, children participate in different corner activities according to their preference. The scenes and materials of interest corners attract children to engage in role-plays. They act as pet owners to bath their self-made puppies or take the puppies for a walk, showing kindness and responsibility. K3 children play the roles of teachers and students respectively to revisit the names of the facilities of primary school in class, hence familiarising themselves with the new learning environment together. Teachers put effort into increasing the sensory exploration elements in interest corners. In exploratory corners, children identify items that can reflect images through manipulation and observation. In art and craft corners, they stain their hands with watercolour to create palm prints while discovering the colour mixing results. Teachers take part in and assist children's play. They also read with children and guide them to acquire knowledge and extend learning. Children have built corner routines. They get along and play with their peers harmoniously as well as cleaning up and tidying up together. Teachers are advised to lead children to review their play experiences and share the outcomes after free choice activities to facilitate children's organisation and consolidation of new knowledge.

- 2.6 Teachers prepare for teaching earnestly. They bring out the thematic content with

stories or scenarios to arouse children's interest in learning. Moreover, teachers provide suitable teaching aids and materials for children to learn by doing. For instance, teachers ask children to demonstrate the proper steps of washing hands to their peers. Alternatively, teachers instruct children how to wrap glutinous rice dumplings and try them during snack time, experiencing the traditional custom of Dragon Boat Festival in person. Additionally, teachers always provide children with opportunities for oral expression. Children are eager to answer teachers' questions and willing to share their feelings of being promoted to primary school soon, experiences of keeping pets, etc., with their peers. Teachers listen to children's responses patiently and give guidance and positive feedback at opportune times, leading to good classroom interactions and a joyful learning atmosphere. Music activities comprise singing, rhythmic movements, instrumental accompaniment and other elements. Nevertheless, teachers are required to connect closely with the learning objectives when designing and implementing related activities, encourage children to express their moods and display their creativity through different media in order to help nurture children's aesthetic sense.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 Upon the existing foundation of SSE, the management must further lead the team to evaluate the implementation of the major concerns on a timely basis and have a full understanding of the efficacy in order to devise more specific objectives and strategies for the plans of the next stage and carry out the work in a focused manner. Besides, the management is required to plan relevant training activities based on the school context and teachers' needs to equip team members for promoting the key development projects effectively.
- 3.2 In recent years, the school has been gradually improving the curriculum and raising

the quality of learning and teaching. Yet, it must refine the daily schedule of the whole-day classes, revise the design of line drawing exercises for K1 and remove the excessively difficult homework content of K2 and K3 to meet children's abilities. The management may also guide the team to enhance its teaching skills and activity design so as to further increase the effectiveness of the physical and music activities.