

School No.: 613169

Quality Review Report (Translated Version)

Tsung Tsin Mission of Hong Kong On Hong Nursery School (Shun Ning Road)

1/F, Sunlight Building, 273 Shun Ning Road, Sham Shui Po, Kowloon

21, 22 & 24 February 2023

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region

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Dates of Quality Review: 21, 22 & 24 February 2023

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 liaises with the leadership team through a variety of meetings and receives appropriate support and guidance in aspects such as administrative management and curriculum development. In recent years, the school had relocated to new premises and undergone a change in personnel. The management is pleased to accept and take up responsibility to steer the school's development by actively building a team and achieving consensus. Members from the teaching team are bold and eager to learn from one another despite being less experienced. They seek advancement from practices and reflection. Apart from arranging for teachers to attend training provided by the organisation and external parties, the management also conducts focused peer lesson observations for the team to review activity effectiveness in light of the learning goals and children's performance. Upon completion of training, teachers apply what they have learnt proactively and strive for improvement through team collaboration, thus enhancing teaching effectiveness. The school has a clear appraisal system. Teachers understand their strengths and areas for improvement at work through self-evaluation and top-down evaluation while aspiring to improve themselves, facilitating the professional development of the teaching team.
- 1.2 The school has developed a school self-evaluation (SSE) in a progressive manner. The management devises the major concerns for next school year and puts the rationale of SSE into practice by leading the team to analyse children's performance and stakeholders' views and taking into account the school's situation and the developmental needs of children. Children stayed at home more often during the epidemic which undermined their emotional health and social development. Therefore, the school has regarded fostering children's affective and social development as its major concern in recent two years. Last school year, the team first focused in drawing up and implementing a plan in K2 classes to equip teachers with the curriculum rationale and teaching strategies. This school year, the development plans are being launched to all classes. Meanwhile, the school regards

setting up an environment to enhance the learning effectiveness of children as another major concern of this school year. The school carries out the plans in terms of teacher training, curriculum design and home-school cooperation, etc., and maps out the success criteria corresponding to the task objectives, which is conducive to the promotion of the development plans.

- 1.3 The school embraces and cares for children with diverse needs. It has established an effective mechanism to identify and support children in need and keeps close communication with parents and the professional team from external organisations, thereby providing suitable counselling and support to children which cater for their developmental and learning needs effectively. The school adopts different strategies to support non-Chinese speaking (NCS) children. It renders group or individual guidance to help NCS children's learning and arranges for them to play with Chinese-speaking children. Such measures facilitate their integration into school life. The school values home-school cooperation. It invites parents to serve as volunteers to assist in launching activities so that parents keep abreast of the school development direction, its curriculum, as well as children's learning. Parent seminars and parent-child activities are also arranged to help enhance parents' competence in parenting. The parent-teacher association assists in organising school activities and facilitates communication between the school and parents, who join hands to cultivate children's health growth.

2. Learning and Teaching

- 2.1 The school makes reference to resources including curriculum materials formulated by the organisation and teaching packages and also adopts suitable content of picture books in order to design its integrated curriculum on theme basis. The curriculum is comprehensive in content and covers all learning areas, taking into account the cultivation of children's values and attitudes as well as the acquisition of skills and knowledge. The school taps external resources properly and organises experiential activities related to the learning themes to enrich children's learning experiences. The school enables children to understand Chinese culture through thematic learning and traditional Chinese festivities while nurturing their sense of national identity by conducting national flag raising ceremony on important days. Ample opportunities are given to children to have music, physical, art and free choice activities every day, leading to a balanced daily schedule.

- 2.2 The management leads teachers to set out assessment items and criteria that accommodate the learning objectives and children's development. To cater for learner diversity, the school also adjusts the learning objectives and assessment items for children in need with a view to reflecting and recognising children's learning accurately. Teachers assess children's learning performance in all themes through observation and keep records of children's activities to describe their development. At the end of a school term, teachers comment on children's performance according to their development. Teachers meet parents regularly to inform them of children's learning and give advice on promoting children's development. The team utilises children's assessment information to understand and follow up on the individual needs of children as well as grasping the full picture of their learning, thereby informing the curriculum planning.
- 2.3 The school has a curriculum management mechanism in place. Through scrutinising curriculum documents, participating in curriculum meetings, observing lessons and conducting classroom walkthroughs, the management keeps abreast of the implementation of the curriculum and supports teachers and children at opportune time while guiding teachers to make improvement on learning and teaching. Teachers reflect on teaching on a regular basis. However, as shown in the documents, some teachers rendered suggestions for improvement on the arrangement of activities while majority of teachers focused on describing the implementation of activities and children's performance. The management may continue to lead teachers to examine their teaching and review the design of teaching activities based on children's performance in the activities and the learning objectives, thus enhancing teachers' reflective abilities.
- 2.4 The school premises are spacious, tidy and bright with sufficient teaching resources and properly-placed items to facilitate the implementation of learning activities. This school year, the school regards setting up an environment to enhance the learning effectiveness of children as its major concern. The team regularly reviews and refines the environment design of the campus using assessment tools. Teachers plan the indoor playground appropriately by using polyfoam blocks to divide the playground into several areas, in which physical equipment and items such as climbing facilities, tricycles are arranged orderly in light of different activities such that children can create games with physical equipment. The set-up of the playground is beneficial to children to carry out physical activities flexibly as needed and is conducive to the gross motor development and body coordination of children.

Teachers decorate the theme-related learning environment attentively and connect varied learning areas in the learning corners set in the classrooms. Children imitate shop attendants and customers in a simulated fruit shop and a Chinese restaurant to facilitate their social development. Teaching aids in the exploratory corners are manipulative which encourage children to learn new knowledge with senses. There are a variety of materials in the constructive corners for children to explore freely. A wide range of art and craft materials are provided and personal storage space is available in the classrooms for children to keep their unfinished artwork and continue to create. The setting of the reading corner is cosy and the books displayed are fascinating which draw children's attention to read and cultivate their reading interest.

- 2.5 The school has taken fostering children's affective and social development as its major concern in recent two years. Affective and social education have been incorporated into the learning activities of all grade levels by the team. Teachers help children learn and express emotions through storytelling, games or role-playing. Interest corners are set in the classrooms for children to enter for relaxing or talking to peers when needed. Teachers instruct children to follow the rules and use polite wording. They also praise and reinforce children's good behaviour timely while encouraging children to share with and care for one another. The school makes good use of external resources to arrange external experiential activities to nurture children's positive values. As observed, children showed courtesy and complied with the rules. They took the initiative to greet others and showed friendliness. Children invite their peers to play together and take turns to use materials. Meanwhile, they remind and help each other when encountering problems and show their gratitude for teachers' and peers' help proactively. Children use the personal mailboxes in the classrooms to send drawings or express their solicitude to teachers and peers. The effectiveness of the plan has been observed.
- 2.6 Catering for learner diversity, the teaching team adopts strategies such as individual care and mutual assistance among peers in the classrooms. Teachers prepare for their teaching conscientiously, supplemented by real objects, pictures and hand puppets. They speak articulately and raise questions to guide children to think. Depending on the actual circumstances, teachers may give more time to children to express their personal experiences, feelings and views so as to enhance interaction. During free choice activities, teachers observe children and join in their games while guiding them aptly. Yet, when conducting reviews with children, teachers cannot guide them to collate and consolidate what they have learnt in an effective manner.

The school is advised to strengthen teachers' skills in conducting activity review with children through professional exchange, thus further inspiring children's learning.

- 2.7 Children are energetic and cheerful. They love to go to school and are familiar with the classroom routines. They are active and engaged in various learning activities while being eager to answer teachers' questions and expressing their ideas willingly and confidently. They have the courage to try different physical activities and enjoy creating and role-playing. Children make proactive exploration, showing curiosity and imagination. During music activities, they move their body along the music and sing devotedly. Children mind their belongings properly and take the initiative to tidy things up after activities as well as being capable to sort out and put things back, possessing good self-care abilities.

3. Recommendations for Enhancing Self-improvement of School

The school endeavours to improve. The management is recommended to lead the team to think how to incorporate the annual plans into routine work effectively, and keep reviewing the school context and children's needs for planning the development work in the next stage. Members of the team unite together to promote the continuous advancement of the school through implementing self-evaluation. The learning atmosphere of the team is good. The management is advised to continue to demonstrate professional leadership to assist teachers in further enhancing their teaching skills and reflective abilities under specific guidance and school-based professional training, thereby facilitating the effectiveness of learning and teaching.