

**School No.: 514659**

# **Quality Review Report (Translated Version)**

**Tsung Tsin Primary School and Kindergarten**

**58 Tai Po Road, Sham Shui Po, Kowloon**

**13, 14, 15 & 17 December 2021**

**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, 14, 15 & 17 December 2021

- 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 understands the development of the school well. It keeps close communication with the management and has regular dialogues with teacher representatives via meetings to listen to their views, thereby allocating resources according to the needs to support the school development. The school's organisational structure is clear while the management understands teachers' abilities and preference so that their duties are allocated properly. Since there are quite a number of classes in each grade level, the management assigns some of the teachers to share the duties in the aspects of administration and curriculum. They are responsible for coordinating the teaching work of each grade level and the promotion of communication among the teaching team. Through such arrangements, teachers are involved in other tasks in addition to learning and teaching affairs. These can help nourish talents and are beneficial to the development of the school team in the long run. The school organises training related to the annual plans and also encourages teachers to take part in professional development activities provided by external organisations, which is conducive to enhancing the professional competency of the team.
- 1.2 The school's self-evaluation mechanism is solid and stable. The school team reviews the work and reports the progress of different plans during regular meetings. It concludes the effectiveness and the experiences of different work and plans at the end of the school term and consequently devises the development direction for the upcoming year. The school has followed up some of the recommendations of the previous Quality Review to evaluate and revise the content of the annual plan in a timely manner so as to enhance the effectiveness. In this school year, the school puts much effort in fostering children's interest in art creation and developing their creativity, with a view to facilitating children to unleash their imagination and express their personal feelings through artworks. The school's major concern can respond to children's needs. Appropriate strategies from the perspectives of teachers, children and parents are deployed. The plan is implemented smoothly.

- 1.3 The school accepts children's diversity and caters for their diverse needs. Teachers identify children with special needs through daily observation. They liaise with parents in a timely manner and refer children to undertake professional assessments for them to receive the necessary services as early as possible. Teachers often communicate with parents and relevant professional teams to support children's learning needs together. The school is concerned about the psychological needs of children arising from the suspension of face-to-face classes due to COVID-19 pandemic. After children returning to school, the school organised activities for children in need to relief their pressure through play, so that they can be engaged in the school life with stable emotion.
- 1.4 The school communicate with parents closely. It sets up different channels for parents to understand their children's learning while collecting parents' views through the parent-teacher association which has been established for years. Parents support the school and form a team of parent volunteers to help the school conduct different activities like serving as storytellers to tell stories to children or assist teachers in preparing teaching aids. As such, their understanding of the school's operation and the teaching work is enhanced. Parents trust and support the school and they work with teachers with one mind to facilitate children's growth.

## **2. Learning and Teaching**

- 2.1 The school makes reference to materials such as teaching packages and storybooks to develop a curriculum, devises themes based on children's life experiences, and designs integrated learning activities connecting different learning areas. The curriculum is comprehensive. The school places emphasis on children's moral and spiritual development. It sets the focuses every school year alongside religious activities, storytelling in morning assemblies and award schemes for children to learn and put into practice positive attitudes like being proactive, respectful and caring. K2 and K3 children are arranged to study designated topics by means of exploratory approach. Through activities such as collecting information, conducting interviews and experiencing by senses, children's inquisitive mind and exploratory abilities are thus cultivated. Teachers design music and physical activities as well as the interest corners according to the themes in order to properly extend the scenarios and the plots of thematic stories, thereby enhancing the coherence of activities. The integrated curriculum is effective. However, some learning content and homework in language learning of K2 and K3 is too difficult. The school must revise such

content and improve the homework design so that children can apply what they have learnt and extend their interest in language learning in a meaningful context.

- 2.2 The school conducts story activities every Friday. Teachers make use of picture books to tell stories and design related integrated activities of music, physical and art to enhance children's interest in reading and facilitate their aesthetic and physical development. Nevertheless, some activity designs are not able to address the learning in music, physical fitness and art simultaneously, leading to the imbalanced daily schedule. Besides, the school arranges some of the classes to have religious activities one day every week, inducing inadequate opportunities for children to take part in free choice activities on that day. It is necessary for the school to review its daily schedule and the integrated activities of music, physical and art on Fridays and arrange a balanced daily schedule for children with a view to promoting their all-round development.
- 2.3 The management and some of the teachers are in charge of coordinating, managing and monitoring the curriculum. Through meeting discussions, in-class collaboration and scrutiny of documents, they understand the implementation of activities and children's performance as well as putting forward the curriculum with concerted efforts. The team has a close communication among themselves. Team members often exchange experiences during meetings, so that teaching problems are solved in a timely manner, children's needs are addressed or activity arrangements of each grade level are coordinated, resulting in smooth running of learning and teaching affairs. The school also arranges teachers' taking turns to conduct professional sharing or experienced teachers' teaching demonstration. These can help newly joined teachers understand the teaching requirements while at the same time facilitating the team members to learn from each other and promoting teachers' professional development.
- 2.4 In this school year, the school is determined to develop children's interest in art and creativity. Children are encouraged to create more artworks for developing their imagination and aesthetic sense. The management arranges training activities to enrich teachers' understanding of different art creation activities and materials while building up their teaching skills in strengthening children's creative mind. Models of famous paintings, children's and parent-child work are displayed in classrooms and corridors to stimulate children's motivation in creation. When introducing the art activities, teachers purposefully reduce demonstration to avoid children from imitating. Instead, they use questioning and conversation to encourage children to think and

create on their own. Rich variety of materials and tools are placed in the art corners of classrooms for children to choose according to their own preference, explore and create freely during free choice activity sessions. Besides, the school disseminates art and craft kits, craft materials and tools to children. They are encouraged to finish the art and craft works with parents or make creations with different materials and ways. This can enrich children's artistic experiences and motivate them to create. As observed, children actively enter the art corners during free choice activity sessions. They choose materials and try to make two-dimensional or three-dimensional artworks, or go to the magnetics wall outside classrooms to take part in construction activities, exploring different geometric patterns and their combinations. Children enjoy art activities and take initiative to participate in and share their works. The preliminary effectiveness of the plan is seen.

- 2.5 Teachers assess children's learning and development through continuous observation. The child assessment items cover the curriculum goals. Teachers observe children during daily activities and record their performance to produce learning assessment reports regularly. The learning portfolios keep children's learning and development records along with teachers' feedback in a systematic manner as an evidence of children's growth. The school reports to parent regularly for their understanding of their children's performance and development. The school draws reference to the information of children's assessments to review the curriculum and cater for children's diverse needs. Assessment criteria are set for teachers' reference. However, some criteria for K3 are relatively general and cannot concretely reflect children's relevant performance. The management has to lead the team to review and revise the assessment criteria, and also increase their understanding of child assessment items and criteria, thereby enhancing the effectiveness of child assessment.
- 2.6 Teachers are kind and amiable. They often recognise children's efforts. Children also take initiative to share their thoughts and views with teachers from time to time. Teachers and children have good relationship. In light of the impact of pandemic on children's development, the school pays extra attention to the adaptation of newly admitted children of this school year. At the beginning of the school year, teachers allocate more time to communicate with children and establish the classroom routines so as to foster children a sense of security towards the school environment. Teachers provide individual guidance to children in need. They also make proper seating arrangements and adopt accommodation of simple learning tasks in view of children's needs so that all children can be engaged in learning according to their own pace.

Different activities are arranged for K3 children to understand the different learning modes in primary school, which is conducive to children's psychological preparation for the next learning stage. Nevertheless, the school is unable to provide children with opportunities to participate in music, physical and free choice activities on each day during the period of primary one simulation. Besides, it arranges activities for children to experience dictation, failing to meet the needs of children in kindergarten stage. The school must cancel dictation activities and arrange a balanced daily schedule for children during primary one simulation session.

- 2.7 There is sufficient supply of toys and teaching aids of different levels available in the interest corners of classrooms for children to fetch according to their own preferences and abilities. There are some games for two players which encourage children to learn to cooperate with others. K2 children imitate having barbecues in "country park" to learn to handle raw and cooked food with different cooking wares. In K1 children's "barber shop", children act as barbers to cut and dry the hair of "customers". Children demonstrate their life experiences and understanding of different roles. They like getting along and play with peers as well as showing their active learning attitudes. Different games are designed during physical activities for children to go to different groups alternatively to practise skills. In physical activities for K3 children, suitable items like rubber rings, bean bags and paper bricks are provided for children to cooperate with peers in designing physical games. Children freely explore different playing ways. They practise the movements of throwing, tossing, striding and jumping so as to develop the coordination skills of gross and fine motors, sensitivity to space, as well as unleashing their creativity.

### **3. Recommendations for Enhancing Self-improvement of School**

Under the efforts of the management and the teaching team, the school gains support from the parents and continues to improve learning and teaching. The school is required to review the arrangements of daily activity schedule as well as the content and homework in language learning for K2 and K3 children. Apart from removing the difficult content and improving relevant homework design, the school also needs to provide balanced opportunities for children to engage in music, physical and free choice activities every day, with a view to facilitating their all-round development. In addition, it is necessary for the school to review the arrangement of primary one simulation activities, cancel the dictation and put in place a balanced daily schedule for children.