

School No.: 563544

Quality Review Report (Translated Version)

TWGHS Hung Wong Kar Gee Nursery School

**104-108 & 113-115, G/F., Cheung Wo House, Cheung Wah Estate, Fanling,
New Territories**

22, 23 & 25 November 2022

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region

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Dates of Quality Review: 22, 23 & 25 November 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 school makes good use of the support and resources of the sponsoring body. It maintains close liaison with the affiliated kindergartens to collaborate and exchange ideas to nurture children's growth. The school has a clear organisational structure and the management knows the culture and development of the school well. Members of the management team work together to promote the school's development. The school assigns duties according to the expertise, experience and preference of its staff. Every staff member discharges his duty in contributing to the smooth operation of the school. The school employs a mentorship system to provide appropriate support to the newly recruited teachers. It helps them comprehend the development focuses of the school and adapt to the working environment and routines as soon as possible, hence adapting to the teaching life. The school attaches importance to teacher training and arranges teachers to attend different learning activities. Teachers are keen to further their studies. They share their experiences with one another, thereby improving their professionalism constantly. The management communicates openly with the staff and they trust each other. The team works in a harmonious atmosphere. Team members encourage and help one another, and they work as one to promote the development of the school.
- 1.2 The school has followed up on the recommendations of the previous Quality Review to heighten teachers' awareness of child safety during physical activities. The school has a school self-evaluation mechanism in place. The team maintains a positive attitude towards self-evaluation. It assigns a focus group to review and discuss the work of school development, and a consensus is then built in the staff meetings. The school puts emphasis on children's moral education. It has implemented the related work for years and attained certain results in cultivating children's self-care abilities and discipline. In addition, as the sponsoring body has been committed to promoting music activities and developing the relevant pedagogy, the school has regarded enhancing the skills of teachers to lead music activities as its

major concern in recent years. Through training, teaching demonstration and arranging various music games, etc., teachers' activity designs are refined and their teaching skills are enhanced, thus increasing children's interests and ability to enjoy music. The major concerns set out by the school are in alignment with the school context in general.

- 1.3 The school accepts children's diversity. Teachers and children have a close rapport with each other, and the school campus is filled with love, care and support. The school has a clear mechanism for identifying and referring children with special needs so as to provide appropriate care services to those children as soon as possible. Teachers maintain close communication with professionals. They make good use of various resources to plan supportive work, follow up on the situation and progress of individual children wholeheartedly and cater for children's needs effectively. The school values the communication with parents and sets up different channels to maintain a close liaison with them, which is conducive to providing timely and appropriate support to children. By conducting parent-child activities, parent seminars, workshops, etc., and through parent newsletters, the school brings forth useful information to parents to facilitate their physical and mental health as well as parent-child relationship. Parents trust the school and support its development.

2. Learning and Teaching

- 2.1 The school makes reference to the curriculum outline of the sponsoring body and storybooks to design an integrated curriculum using themes that are in line with children's life experiences and interests. The curriculum content covers all learning areas. It is comprehensive and appropriate, focusing on fostering children's values and attitudes, developing their skills and constructing knowledge. The school cares for children with different paces of development. It adapts teaching content and strategies in accordance with their characteristics, and caters for their needs fittingly. The school organises project learning and experiential activities to enrich children's learning experiences. The national anthem is played at the morning assembly every day, and the national flag raising ceremony is held periodically to cultivate children's proper etiquette and attitudes. The school also conducts thematic and festive activities to help children gain an understanding of our country and Chinese culture, and cultivate in them a sense of national identity. In this school year, the school arranges parents to share festive stories with children to promote home-school cooperation. Home and school join hands to nurture children's positive values and

attitudes. The school provides sufficient opportunities for children to participate in physical, art and free choice activities every day. However, it should adapt the arrangement of music activities for K2 and K3 children in view of the half-day face-to-face class arrangement, so as to implement the learning content and achieve the learning objectives of the curriculum as well as fostering children's balanced development.

- 2.2 The school has an explicit policy on the assessment of child learning experiences, and the assessment content ties in with the curriculum goals. Teachers assess children's development in different aspects by continuous observation and record-keeping so as to understand children's progress comprehensively. They inform parents of the needs of their children in a timely manner to support children's growth collaboratively. The assessment criteria and guidelines are clear and specific so that teachers can assess children's performance objectively. Teachers develop learning portfolios for children to systematically maintain assessment information, children's work and so forth, as evidence of their growth. The school collates children's assessment information to review teaching strategies, adapt curriculum and provide individual support for children to facilitate their learning.
- 2.3 The management leads teachers to discuss the curriculum content, teaching and the arrangement of corner activities together. Through attending meetings, observing lessons and scrutinising documents, it understands the implementation of the curriculum and gives teachers timely teaching suggestions. There are precise procedures in thematic learning activities which enable teachers to conduct the activities smoothly. Teachers reflect on their teaching regularly. They review the designs of teaching activities and teaching strategies based on the learning performance of children with different ability levels. They also put forward specific suggestions for improvement to follow up on children's situation and serve as a reference for designing activities in the future.
- 2.4 The school attaches importance to children's moral education. It has integrated relevant elements into the curriculum and implemented moral education through stories and teaching activities. In recent years, the school has set various learning foci and provided opportunities for children to do good deeds. Teachers praise and compliment children's virtuous behaviours like being courteous to others and taking the initiative to help others. Teachers also appoint children as "Little Angel of Morality" to greet their juniors warmly and help peers place their personal belongings, thereby fostering their sense of responsibility and service spirit. The

school also encourages children to help with the housework and be thankful to family members, hence learning to be caring and grateful in daily life. Children are self-disciplined and respectful, and they listen to the guidance of teachers. They are courteous and actively greet, care for and help others. The school fosters children's positive values and attitudes unceasingly.

- 2.5 The school's environment is bright and clean. Photos and artwork of children are displayed on the campus to boost children's sense of belonging to the school. There are diversified corner activities in the classrooms which are in line with the themes. The activities are manipulative with abundant materials. Children are free to play in different corners and familiar with the rules of the activities. Teachers decorate the role-play corner thoughtfully to attract children to engage in simulation and role-play, such as preparing Christmas dinner to celebrate Christmas, and buying and selling in the supermarket. Children play with peers happily. They use their imagination while interacting with their peers, fostering their verbal expression ability and social development. Children have fun in the constructive corner as they use various materials to build a high tower together. In the art and craft corner, they unleash their creativity to draw and collage attentively. They also manipulate teaching aids to facilitate the coordination of their fine motor muscle groups and consolidate their learning. There are plants and goldfish in the exploratory corner for children to appreciate and learn to take care of. Teachers invite children to bring items from home to further decorate the interest corners. Children meticulously observe and test objects to see if they are translucent, how to turn food into natural dye, etc., showing their curiosity and exploratory spirit. Teachers play with children and give them guidance. Teachers may lead children to summarise their experience of free choice activities in a timely manner, and encourage them to share their findings to consolidate what they have learnt.
- 2.6 Teachers are kind and amiable. They care for children and teach them patiently. They possess good classroom management skills and use clear instruction and praise to encourage children to follow the rules. Teachers are conscientious in teaching. They are well-prepared and make use of teaching aids such as real objects and pictures to arouse children's learning interest and help them comprehend the learning content. Teachers tell stories vividly by using appropriate tones, facial expressions and movements. They also ask questions frequently to guide children in predicting the storyline, facilitating teacher-child interaction. In thematic learning activities, teachers lead children to play and sing together to increase their participation. The

school organises different physical activities, including circuit games and free choice activities. However, the design of some activities for children to choose from tends to be quiet in nature. The school may make improvements to enable children to have an adequate amount of exercise.

- 2.7 Children love going to school and learn joyfully. They are eager to answer teachers' questions and actively share their life experiences and feelings with others. Children often smile and like to play with peers. They have good self-care abilities as they can tidy up their own belongings, sort through items after activities, and put on and take off their shoes.

3. Recommendations for Enhancing Self-improvement of School

The school has laid the foundation of self-evaluation. It is able to build a consensus with the team members to set annual major concerns. The school is required to strengthen the connection between the goals and the strategies of the major concerns, formulate appropriate success criteria and make good use of the review tools to understand the effectiveness of the work, thereby promoting its steady advancement. The school is also recommended to continue to review the curriculum planning, refine the daily schedule according to the arrangement of face-to-face classes and improve the design of physical activities so as to enhance the effectiveness of learning and teaching.