

School No.: 564109

Quality Review Report (Translated Version)

**TWGHS Lions Club of South Kowloon
Nursery School**

**G/F, Chung Wo House, Chung On Estate,
Ma On Shan, Sha Tin, New Territories**

7, 8 & 10 January 2019

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region (2020)

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Dates of Quality Review: 7, 8 & 10 January 2019

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 upholds its school mission and goals to take good care of children and foster their whole-person development. The school makes good use of professional support provided by its sponsoring body to effectively promote curriculum development, child support, parent education and so forth. The leadership team maintains close liaison and communication with the school to facilitate the school's continuous development with concerted effort. The school fosters teachers' professional exchange by co-organising exchange visits and observation with the affiliated schools under the same sponsoring body, participating in the support network of the schools in the same district, etc. This year, the school has reinforced its induction work in view of the considerable number of new recruits in recent years. It arranges appropriate training for the new recruits to grasp the school-based curriculum content and work routines. The school is able to assign senior teachers and experienced teachers as mentors strategically to help the new recruits. Through their teaching demonstration as well as professional exchange and sharing, the school helps the new recruits master teaching skills effectively. Members of the management keep close contact among themselves. They value communication with staff, and care about and respect the teaching team. The teaching team makes concerted effort to support one another, with a view to facilitating the school's continuous development.
- 1.2 The management leads teachers to review the work effectiveness by making use of their observation, stakeholders' views, child assessment information, etc. The school summarises different types of information to review its development foundation and formulate the major concerns in accordance with children's needs and the school context. Last year, the school took enriching children's life experience as the major concern. Through activities, the school developed children's various abilities, including their gross and fine motor development, and self-care abilities. The school works out appropriate strategies from different aspects such as teacher training, child activities and parent education, hence

implementing its work effectively.

- 1.3 The school accepts children's diverse needs to create a harmonious and inclusive atmosphere. The school provides appropriate training for teachers. It also arranges teachers to exchange strategies of catering for children with special needs with the affiliated schools under the same sponsoring body, so as to deepen their understanding of care and support services, hence enhancing their professional competence. The school is able to identify children's needs at an early stage to provide them with referral and follow-up services. It also maintains close communication with professionals to plan effective counselling work. Teachers can adjust the school-based curriculum and teaching strategies to address children's needs. The school keeps close contact with parents which is conducive to catering for children's needs collaboratively. The school also values parent education. It organises diversified parent education seminars, workshops, etc., to help parents realise their children's developmental needs, strengthen their parenting skills and promote parent-child relationship. The school invites parents of alumni to share with other parents about how to help their children adapt to primary school life. Parents recognise the school's mission and develop mutual trust with the school. They have a sense of belonging to the school and show support to the school's development.

2. Learning and Teaching

- 2.1 The school adheres to the education rationale of child-centredness. It develops the school-based curriculum by making reference to the curriculum outline of the sponsoring body and adjusting the content in consideration of children's development progress and needs. The school selects appropriate themes and story books to design the integrated curriculum that covers all learning areas, making the content comprehensive and balanced. The school places emphasis on children's learning from daily life. Hence, it provides children with diversified outdoor activities and visits to help them know about the community and enrich their learning experiences through different experiential activities. The school plans a daily schedule with active and quiet activities arranged alternately, so that children are provided with sufficient opportunities to engage in music, physical and art activities daily to foster their balanced development. In recent years, the school has gradually increased the opportunities for children to take part in free choice activities, with the aim of facilitating their self-directed learning.

- 2.2 The school formulates clear and concrete assessment criteria in accordance with the curriculum objectives. It effectively assesses children's performance in different learning areas comprehensively by adopting continuous observation. The school devises the observation focus for each learning theme to reflect children's development concretely. Teachers organise and summarise relevant information upon completion of the school term to inform parents of their children's learning and progress in different stages. They also provide parents with ways to facilitate children's development in order to reinforce home-school cooperation. The school conducts analysis on the assessment information that is also served as evidence for reviewing teaching strategies, adjusting the curriculum and supporting children. The school is able to facilitate children's learning through assessment.
- 2.3 The management leads the development of the school-based curriculum. It works with teachers to adjust the curriculum and design learning activities. The management understands the implementation of curriculum through meetings, classroom walkthroughs and assistance in teaching. It puts forward teaching suggestions for teachers in a timely manner. Teachers review the design of learning activities and appropriateness of teaching strategies in light of children's learning performance, meanwhile exploring suggestions on improving children's learning effectiveness so as to consolidate and extend their learning. The management could revise the arrangement of the activities for facilitating the interface between kindergarten and primary education for K3 children, ensuring that children have sufficient opportunities to engage in music, physical, art and free choice activities every day.
- 2.4 The school places emphasis on children's learning from daily life. Hence, enriching children's life experience was regarded as the key task last year. The school develops children's various abilities, such as strengthening the development of gross and fine motor skills as well as enhancing their self-care abilities, through a wide range of interesting activities. The school arranges a strolling session once a week for children to go outside to engage in physical activities, experiential activities, etc. It utilises resources properly for children to exercise more and develop their gross motor skills. The school also increases the opportunities for children to participate in hands-on activities. For instance, it arranges children to buy ingredients in shops in nearby shopping malls and prepare snacks for their own by using simple cooking utensils, thereby developing their fine motor skills and self-care abilities. This year, the school continues to implement the activities. As observed, children are fully

engaged in the activities. Teachers provide guidance for children to further observe and explore. Children show good progress in the development of their gross and fine motor skills, and also self-care abilities. Children can eat soup with spoon and take food on their own. They use the broom and wiping cloth to clean the classroom of their own accord and fold the quilts after getting up. Moreover, children display the spirit of serving others willingly in different aspects. They take the initiative to help peers in the classroom and assist teachers in moving desks and chairs. In conclusion, the plan is effective. It could be incorporated into the curriculum as the school's routine work.

- 2.5 The school environment is tidy. Children's work and photos taken during activities are exhibited all over the campus, thus reinforcing children's sense of belonging. The school sets up diversified corner activities, including teaching aids that help consolidating children's language learning and mathematical concepts, fine motor games that train up children's eye-hand coordination and collage activities that unleash children's creativity. The school has followed up the recommendations of the previous Quality Review to refine the design of activities, so as to arouse children's interest in exploring different things through prediction and testing. Some of the corner activities are designed with different levels of complexity. Children can select the activities based on their own interests and invite peers to play together. As observed, children express their feelings by drawings and words, or are engaged in role-play with peers. Children get along well with one another and they often communicate and cooperate, enjoying the fun of free choice activities. Teachers play together with children and provide timely instructions. Teachers could guide children to conclude the experience gained from free choice activities, and encourage children to share their findings and solutions for problems, thereby consolidating their learning.
- 2.6 The school is filled with a caring and harmonious atmosphere. Teachers take good care of children. They understand children's developmental needs and devise the learning objectives according to children's abilities. Teachers adjust their teaching content and pace in view of children's characteristics. Moreover, they cater for the needs of individual children and attend to children with different development paces in an effective manner. Teachers respect children and listen to children's responses patiently. They often encourage and praise children, and also play with children, therefore teacher-child and child-child interactions are good. Teachers aptly plan the physical activities. Children are provided with sufficient amount of physical

exercises, while their development in the domain of physique is facilitated through diversified activities. Teachers arrange a wide range of skill practices, such as crawling, throwing and catching for children. The practices are conducted in the form of sequenced games so as to foster children's gross motor skills development. This year, the school has added free play in physical activities. It tries to reduce specific requirement in play and provide children with bean bags, big blocks, big balls and other tools so that they can design the ways of playing. As observed, children play games according to their own preferences. Yet, the space arranged for children to carry out free play is a bit limited. The school could make better venue arrangement so as to provide children with adequate space for free exploration.

- 2.7 Children are courteous and always with smiling faces. They respond to teachers' questions actively and are willing to express their thoughts. Children like going to school and are observant to surrounding things. They are eager to ask questions and are willing to think about solutions to solve problems. Children love playing with peers, demonstrating good social development.

3. Recommendations for Enhancing Self-improvement of School

The school recognises the rationale of school self-evaluation (SSE) and can formulate its major concerns by making reference to different types of information and reviewing the school's development foundation, so as to evaluate the work effectiveness in an evidence-based approach. Building on this solid foundation, the school could continue to incorporate effective strategies into its regular learning and teaching work through SSE. It could also lead the teaching team to work out development objectives in a more focused manner to help the school make progressive advancement.