

**School No.: 564184**

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

## **TWGHs Shiu Wong Lee Moon Fook Nursery School**

**Shop 1 & 2, Upper G/F, Comfort Centre, 18 Yue Fai Road,  
Aberdeen, Hong Kong**

**26, 27 & 31 March 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 & 31 March 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 school is supported by the organisation in terms of curriculum planning, administration and other aspects. It organises joint-school activities with the affiliated schools of the organisation while visiting one another to observe teaching in order to promote the professional growth of teachers. Besides, the management actively brings in external resources and arranges various training activities for teachers, thereby enhancing the team's professional competence. The school has followed up on the recommendations of the previous Quality Review to strengthen the functions of the middle management. The management assigns duties in light of the experience and strengths of the staff in a bid to unleash their potential. It also provides individual guidance to new recruits for them to adapt and integrate in their works the soonest. The school team is stable and its members make concerted efforts, which is beneficial to the school's advancement.
- 1.2 The team conducts self-evaluation in the whole-school approach and takes into account the school context, development opportunities and other factors to plan the major concerns for the coming year. A functional group is formed to draw up and coordinate the implementing strategies, which is conducive to rolling out tasks and reviewing the effectiveness. Last two school years, the school regarded strengthening the effectiveness of music activities and learning through play as its development foci. It deployed suitable strategies in aspects such as teacher training, activity design and home-school cooperation. These were integrated into the daily

practice after achieving results. The school takes the promotion of Chinese culture as its major concern for this school year. It actively leads the team in implementing work strategies and adjusting them as required. In tandem, the school incorporates relevant elements into the curriculum and pulls together parents' efforts for nurturing children's appreciation for Chinese culture. The school sets a development direction that meets children's needs. By collating and analysing stakeholder views and reviewing information, the school continuously examines the progress of its plans and renders specific, practicable suggestions for improvement, putting the rationale of school self-evaluation (SSE) in practice.

- 1.3 The teaching team upholds the spirit of "education for all" by paying attention to the development of children and supporting their diverse needs attentively, enabling them to receive appropriate assistance and care in a timely manner. Regarding the interface between kindergarten and primary education, the school organises activities for K3 children, letting them gain an initial understanding of the facilities and learning mode of primary school and get themselves psychologically prepared. Besides, the school strategically offers help to newly admitted children by inviting parents and their children to school and participating in parent-child games before the commencement of the school year while distributing pamphlets on school adaptation to parents in a bid to soothe children's emotions. After a school year has begun, teachers flexibly adjust the lesson time for children to engage in their school life as soon as possible. The school maintains a good partnership with parents and develops multiple communication channels with them. Meanwhile, the school keeps parents informed of their children's performance at school by arranging meetings with teachers, lesson observation, serving as volunteers and so forth. The school has formed a parent-teacher association this school year to pool parents' efforts further. Overall, the school can create a caring culture on the campus.

Parents recognise the school's mission and appreciate the efforts made by the teaching team. Parents and school work together to foster children's happy growth collaboratively.

## **2. Learning and Teaching**

- 2.1 By referring to the curriculum information of the organisation and selecting books as teaching materials, the school devises an integrated curriculum using real-life themes. The curriculum content connects all learning areas, covering the cultivation of positive values and attitudes as well as the acquisition of skills and knowledge. The teaching team makes use of stories to link up different learning activities, which is conducive to enhancing the learning motivation and interest of children. The school arranges music, physical, art and free choice activities for children every day while scheduling outdoor visits and experiential activities in alignment with themes. All these are favourable for broadening children's learning experiences and extending their acquired knowledge.
- 2.2 The school has a policy on the assessment of child learning experiences to, for example, provide the related guidelines and criteria for teachers' reference. The teaching team devises assessment items to tie in with the curriculum objectives and evaluate the learning of children through continuous observation. Apart from the regular distribution of assessment information, teachers also summarise children's learning at the end of the school term to keep parents informed of their children's performance. Furthermore, the school invites parents to record the behaviour and attitudes of children at home, which is beneficial for teachers to understand children's development holistically. The team reviews the child assessment information and adjusts the assessment items based on their individual needs as well as refining the teaching content and arrangement accordingly, catering for learner diversity.

- 2.3 The school has a solid and stable mechanism for curriculum coordination, monitoring and review. The management leads teachers to discuss the learning content and teaching plans. It also gets hold of the curriculum implementation by attending meetings, scrutinising documents and conducting lesson observations, and gives advice to teachers. The teaching team has built a habit of reflection to review the effectiveness of activities periodically. It is able to evaluate the effectiveness of the teaching design, corner setup, etc., that are dovetailing with the learning objectives and children's performance, proposing improvements that inform curriculum planning.
- 2.4 The school attaches importance to the promotion of Chinese culture and regards this as the major concern of this school year. The school equips teachers through workshops and exchange with the Mainland. Additionally, it forms a curriculum committee, of which the core members integrate and set the learning objectives of Chinese culture for all grade levels. For instance, traditional Chinese art and food, solar terms, etc., are incorporated into the thematic teaching content. This school year, the activities designed for each grade level coincide with the major concern. Teachers guide children to explore topics of their interest such as understanding and experiencing traditional Chinese folk toys and games. Regarding promoting traditional virtues, children are enabled to express their care and concern to the seniors through visits, thus practising the behaviour of respecting the elderly. On the first day of each month and important days, the school conducts the national flag raising ceremony to help children develop a sense of national identity. Moreover, the school holds talks and parent-child activities related to Chinese culture including making traditional handicrafts, which is favourable for parents and the school to cultivate the appreciation of Chinese culture in children, thereby strengthening the effectiveness of carrying out the major concern.

- 2.5 The school furnishes the campus with children's colourful artworks. Nameplates and rules of some interest corners are written by children to increase their sense of belonging towards the school. The teaching team puts emphasis on learning through play in children and designs activities that are diverse, manipulative and explorative as well as providing abundant learning aids and materials. Children are curious about their surroundings and enjoy exploration. They are also willing to participate in activities together to jointly build barbecue grills, tables and chairs using paper bricks, daily necessities and so forth, unleashing their imagination and fostering their social development. Reading corners are comfortably decorated. Besides a wide range of books, there are story books created by teachers and children collaboratively and book recommendations, which are conducive to enhancing children's motivation to read. Some learning aids are designed with different levels, including the diversified and various complexities of fine motor games in the life skills corner, to cater for learner diversity. Teachers actively join in children's play and some of them can make timely interventions to guide children to make further attempts. During the concluding sessions, teachers invite children to share their experiences and intentionally give commendation to children's good behaviour in order to create an atmosphere of appreciation, facilitating children's development of self-confidence. Additionally, some teachers grasp the difficulties encountered by children when playing games and guide them to think about solutions to solve the problems during review sessions, thus fostering children to learn from one another to construct new knowledge.
- 2.6 Teachers are friendly and care about children. They respect and accept children's ideas while setting a role model for children to learn the proper attitudes and behaviour when getting along with others. Teachers are well-prepared and facilitate teaching using real objects, pictures, puppets, etc., enhancing the learning motivation

in children. Some teachers are able to adjust the teaching pace in light of children's performance, which is favourable to children's acquisition of knowledge. Thematic, language learning and other activities are conducted in groups based on children's development, benefiting the adaptation of learning content and strategies of teachers. Hence, children have more opportunities to express themselves verbally. In physical activities, teachers arrange for children to participate in physical games that include an adequate amount of exercise, and also instruct children's movements. As observed, children were capable of climbing, throwing and jumping to demonstrate their good body coordination ability. Moreover, on one day per week, children can design games with equipment and materials they selected, during which they exploit creativity and are full of energy. Regarding music activities, teachers utilise context to lead children to engage in games. Children have chances to sing, play musical instruments and perform rhythmic movements to feel the melodies of music. These activities can promote interaction among children and create a joyful and inclusive ambience.

- 2.7 Children love to go to school and they are active, energetic and courteous. Children are pleased to share their opinions while communicating and cooperating with peers during play to possess good affective and social development. They put on and take off their shoes, use tableware and pick up food all by themselves as well as changing to other activity venues in an orderly manner, showing good self-care abilities. In addition to actively assisting teachers in tidying up items, children take turns serving as helpers of the day to provide assistance to their peers, demonstrating the spirit of service.

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

The school has a stable SSE mechanism. It implements the rationale of SSE in daily



practices. The teaching team upholds the spirit of “education for all” to cater for learner diversity conscientiously and strives to promote curriculum development to facilitate learning through play in children. Emphasis is placed on the professional development of teachers with some of them being equipped with good teaching skills. Upon this foundation, the teaching team is advised to continue to create more opportunities for professional sharing. Members of the team may enhance the effectiveness of learning and teaching in an ongoing manner through mutual observation and learning, and experience exchange.