

School No.: 517127

Quality Review Report (Translated Version)

**Tung Wah Group of Hospitals
Wong See Sum Kindergarten**

G/F, Wing A & B, Tsui Lok House, Tsui Ping Estate, Kwun Tong, Kowloon

5, 6 & 8 November 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: 5, 6 & 8 November 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 leadership team leads the school to collaborate closely with kindergartens under the sponsoring body to co-organise joint-school teacher training, parent education, parent-child activities, etc., with a view to making effective use of the shared resources and facilitating exchange among affiliated schools. The management is pleased to consider staff's views and provides appropriate guidance and support. It also arranges new recruits to collaborate with experienced teachers, so that the new recruits can receive suitable guidance to adapt to their teaching work the soonest. The school team improves the school's administrative and teaching work with concerted effort to promote the school's continuous development.
- 1.2 The school has followed up the recommendations of the previous Quality Review to improve the daily schedule, so that children can have ample time to explore and exchange their views during thematic discussion. The school has established the school self-evaluation (SSE) mechanism. The management steers teachers to review the effectiveness in different aspects by using meetings, questionnaires, activity reflections, etc., as evidence, while formulating the annual major concerns according to the needs of the school and children. The school strives to enhance children's learning effectiveness. Last school year, it refined the environment set-up of the campus by improving the design of interest corners in the classrooms. In tandem, it added diversified activities and arranged children to take part in free play one day a week. After reviewing the effectiveness, the school has strengthened the environment set-up this school year to increase the time for free play and extend the space for activities, so as to put the rationale of learning through play into practice. The school also takes establishing a caring culture as another major concern this year. It helps children foster the attitude of caring for others and the community through designing and arranging relevant activities. The school is able to formulate appropriate strategies to implement various work smoothly.
- 1.3 The school caters for children's diverse needs. A clear identification and referral

mechanism is in place while external resources are properly tapped to provide children with appropriate support services. The school attaches great importance to home-school cooperation. It sets up different channels to communicate with parents as well as organises seminars and workshops, so as to enhance parents' parenting skills. The parent-teacher association has been established for years. It assists in coordinating parent-child activities such as family trips and festive activities. It also invites parents as volunteers to assist in lending books, leading activities and so forth. Such arrangements effectively deepen parents' understanding of their children's learning. Parents are willing to participate in school activities, and have built a good relationship and mutual trust with the school, which is favourable to the promotion of the school's sustainable development.

2. Learning and Teaching

- 2.1 The school makes use of picture books and refers to the teaching packages to select content that are relevant to children's daily life in order to design its integrated curriculum. The curriculum covers all learning areas, which can help children develop positive values as well as acquire skills and knowledge. The school puts efforts to implement environmental education. It infuses relevant elements into the themes and sets up an eco-friendly corner on the campus, where books about environmental protection are placed for children's reading, so that children can be guided to cherish things and reduce waste through stories. Teachers also make teaching aids by using unwanted materials in order to raise children's awareness on environmental protection through gradual and imperceptible influence. The school has a balanced daily schedule that can promote children's all-round development. Children are provided with sufficient time for music, physical, art and free choice activities every day. Yet, some homework in the primary one transition activity sessions for K3 in the last school year was rather difficult. The school should continue to review and revise the content of the said homework accordingly.
- 2.2 The school assesses children's performance through continuous observation. The thematic assessment is comprehensive which can tie in with the learning objectives. Upon completion of a school term, teachers summarise the assessment information from various areas to conclude children's development in different stages. They also meet with parents and inform them of their children's learning progress. The school's assessment report covers all learning areas. It describes and comments on

three selected learning areas in the first and second school term respectively. To reflect children's overall development more comprehensively, the school is suggested to collate and compile the assessment information of the rest of the learning areas so as to enhance the effectiveness of the assessment. The school develops learning portfolios for children to systematically maintain the information of their development in different areas as evidence of their growth. It also invites parents to observe and record their children's daily behaviour and habits at home, so that both the school and parents can understand children's development and needs from multiple perspectives. The school reviews children's performance by making reference with their assessment information, it may yet make better use of the information to provide feedback to the curriculum and teaching design.

- 2.3 The school has set up a clear mechanism of curriculum coordination, monitoring and review. The management leads teachers to conduct collaborative lesson planning, and determine the learning focuses and content for each theme, while the coordinators of each grade level are responsible for coordinating the curriculum and enhancing the interface between grade levels. The management scrutinises the teaching plans and provides feedback as necessary. It also understands curriculum implementation through daily classroom walkthroughs. Teachers are used to conducting teaching reflections. Meanwhile, they are able to review their teaching effectiveness and give concrete suggestions for improvement according to children's performance. The school arranges peer lesson observation for teachers, and organises visits and exchange activities with other schools of the sponsoring body, striving to enhance the quality of learning and teaching.
- 2.4 The school values children's moral development. This year, it takes establishing a caring culture as the major concern. In addition to reinforcing the elements of moral education in the curriculum, the school also implements a reward programme. In tandem, the school draws up learning focuses that are age-appropriate for children in each grade level, and encourages children to practise good behaviour in daily life. The school invites parents to take part in community services together with children, for example, distributing food at the elderly centre to learn to care for people in need. As observed, children are polite, showing love and care for one another. During mixed-age activities, older children are willing to take care of younger peers, they get along well. In order to further improve the effectiveness of the plan, the school may work out more focused success criteria for its development plans, so as to evaluate the effectiveness of the plan in an effective manner.

2.5 The school team aptly decorates the campus, striving to create an inspiring learning environment for children. It also properly displays children's artworks and activity highlights, encouraging them to learn from and appreciate one another. Teachers decorate the classrooms based on learning themes to arouse children's learning interests. Various kinds of interest corners are set up in the classrooms, while the design of the corner activities can cater for children's ability and developmental needs. Last school year, the school improved the design of free choice activities to provide abundant materials and diversified games for children's selection, with a view to enhancing children's learning effectiveness. Building on the experience from the previous year, the school continues to strengthen teacher training and refine activity design this school year. It also increases children's free choice time by arranging children to engage in free play in the lobby or music venues once a week. Teachers are able to make effective use of the space of the venues to design a wide range of games in accordance with specific themes. The activity objectives are clear while active and quiet elements are included. As observed, children construct pipes with different lengths and directions to test how a small ball rolls. They also dip the wheels of toy cars and marbles in paints to create artworks. Children have creative minds. They enjoy using different materials to design the ways to play on their own. During activities, children often discuss and negotiate with peers, demonstrating rich creativity and good social development. Teachers walk through to observe children's performance in activities. They use questions to encourage children to express their thoughts. After free choice activities, teachers guide children to share their learning experiences skilfully. They listen carefully to and respect children's views. All these help children consolidate their learning experiences.

2.6 Teachers teach prudently and are well-prepared for their teaching. They can make effective use of questions to help children understand the story content and express their thoughts. They also adopt appropriate teaching aids to assist in their teaching, so as to stimulate children's interest in learning. Teachers use strategies including individual guidance and adjustment of homework to cater for children with special needs. Children are engaged in various learning activities. They are eager to express their thoughts and share their work. Teachers design a variety of music activities in connection with themes, enabling children to enjoy the fun of music through singing, music games and so forth. Teachers also design diversified physical activities such as skill training and group games, while allowing children to

select the facilities at the venue on their own, thereby training up their physical fitness.

3. Recommendations for Enhancing Self-improvement of School

The school incorporates the rationale of SSE into its daily work, and formulates the major concerns in view of the developmental needs of the school and children. With respect to the work plans about cultivating children's good morals, the team may set more focused success criteria, so as to effectively evaluate the implementation effectiveness of the plans as well as planning the development work for the next stage. To meet children's developmental needs, the school should continue to revise the homework design of the primary one transition activity session based on the review results. It is also necessary to revise the summative descriptions and make better use of the child assessment information to inform curriculum planning and teaching design, so as to further enhance the quality of the curriculum.