

School No.: 159026

Quality Review Report (Translated Version)

**Tsuen Wan Trade Association
Chu Cheong Kindergarten**

**Unit No. 1, G/F, Hing Lok House, Kwai Hing Estate, Kwai Chung,
New Territories**

12, 13 & 18 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: 12, 13 & 18 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 Under the professional guidance of the leadership team, the school upholds its school motto and is committed to fostering children's growth while they learn with confidence and happiness. It strives to render proper care and education services to children in the community. The management has extensive experiences in administration and curriculum development. It assigns duties to different working groups based on teachers' strengths and allows them to participate in planning and implementing school affairs, resulting in the smooth daily operation of the school. Taking into account the major concerns and the needs of the team, the school organises professional exchange activities, both local and outside Hong Kong. Peer lesson observation is also conducted to motivate teachers to share their experiences in classroom practices to deepen their reflective teaching ability. Members of the team maintain candid communication and support each other, driving the continuous advancement of the school with concerted efforts.
- 1.2 The school recognises the rationale of school self-evaluation (SSE). Through questionnaires, evaluation meetings and so forth, the school gathers and collates the views of different stakeholders, as a reference for mapping out the annual development direction. In view of the trends in kindergarten education and analysis results of child assessment information, the school considers promoting Chinese culture and strengthening children's language abilities as the two major concerns of this school year. The school actively puts forward the related work and carries out

training to strengthen teachers' professionalism. In tandem, the school leads teachers to refine the design of activities and environment set-up in order to enhance children's understanding of the national culture as well as boosting children's abilities and confidence in using Chinese.

- 1.3 To cater for learner diversity, the school has established a mechanism for identifying children in need and offering referral services to them so they can receive adequate support the soonest. Parents are allowed to accompany the newly admitted children into classes during the first week of school, which is beneficial to children's gradual adaptation to school life. Parents' day and tea gatherings are also organised for parents of the newcomers to learn about the content and features of the school-based curriculum. The school arranges for K3 children to visit the affiliated primary schools of the organisation so they can acquire an initial understanding of the environment and the learning mode of primary schools, hence getting them psychologically prepared for promotion to primary one. Teachers provide English version of school notices, homework, child learning portfolios and so forth to assist non-Chinese speaking (NCS) parents in getting hold of campus updates and the performance of their children at school in a timely manner. Teachers also encourage NCS parents to read with children using the borrowed reading pen. All these increase NCS children's opportunities for reading Chinese, thereby fostering their learning interest. The parent-teacher association (PTA) convenes meetings regularly to raise parents' needs and opinions with the school. The PTA also actively organises parent-child picnics and Lunar New Year celebrations, inviting parents of different grade levels to serve as volunteers or take part in activities with a view to strengthening home-school cooperation. Parents trust the school. They appreciate and support the team's dedication to cultivating children.

2. Learning and Teaching

- 2.1 With reference to picture books, learning packages and other teaching materials, the school designs a school-based curriculum integrating various learning areas to nurture children's attitudes while accommodating their skill and knowledge enhancement. The school attaches importance to children's construction of new knowledge through experiential learning. For instance, it takes children to visit museums based on themes to deepen their understanding of local culture. Meanwhile, it launches award scheme to motivate children to build up a reading habit and cultivate virtues. The school has followed up on the recommendation of the previous Quality Review to allocate sufficient time for music, physical, art and free choice activities, facilitating children's balanced development. However, the school is required to reduce the amount of copying in the homework for K2 and K3 so as to meet the developmental needs of children.
- 2.2 Members of the team devise clear criteria together for the assessment of child learning experiences to evaluate children's learning performance continuously. Teachers specifically describe children's activity performance in observation records and, together with artworks and checklists, compile learning portfolios for children. The portfolios are delivered and explained to parents in every school term to keep them informed of their children's development. Teachers render individual guidance and follow-up plans where necessary to facilitate children's growth. The school analyses the assessment results to inform teaching and refine the curriculum. However, it must cancel the practice of calculating average scores of the thematic assessment items based on the learning areas and introduce more suitable assessment results for concluding children's progress at different stages.
- 2.3 The school establishes an explicit curriculum management mechanism. Team members conduct collaborative lesson planning, discuss and plan the teaching

content of each grade level by referring to the previous review records. The management participates in meetings, scrutinises documents and walks through the classrooms to keep track of the implementation of curriculum, and gives advice to teachers when necessary. Teachers conduct reflection in light of children's performance and are generally able to make suggestions for follow-up and improvement in different aspects such as activity rundown or teaching methods, which is conducive to informing learning and teaching.

- 2.4 The school regards facilitating children's language development as its major concern for this school year. Teachers optimise the design of the language corners to provide more opportunities for children to listen to and speak Cantonese as well as gaining exposure to Chinese. Teachers prepare nursery rhyme recordings and put them in the interest corner of the K1 class for children to play on account of their interests. When listening, children can read aloud as well. A wide range of materials such as sweetcorn is available in K2 classroom for children to make letter collages by placing the materials inside the shape of the words, thus grasping the structure of Chinese characters using their touches. There is a capsule vending machine made by teachers in K3 classroom. Children match or sort the character cards released from the machine to get an initial understanding of component grouping. Teachers add concluding sessions after free choice and physical activities, guiding children to revisit their play experiences, boosting their confidence in speaking. Teachers also apply their acquired knowledge from training to lead children to expand sentences during daily interaction to enrich their language expression. As observed, children were willing to answer teachers' questions. They also used sketchbooks and recording devices that teachers put along the corridor to express their thoughts in the way of pictures and sound. Most NCS children understand teachers' instructions and can respond in simple Cantonese, possessing good Chinese listening and

speaking skills. The major concern is being implemented progressively with its effectiveness gradually becoming apparent.

2.5 The school has been promoting Chinese culture in recent years proactively. It has organised celebrations during traditional festivals for children to learn about the custom and meaning of festivities. Children are arranged to perform Chinese fan dance, face changing, etc., in the community to enhance their interest in the quintessence of Chinese culture through first-hand experience. Apart from inviting parents to take part in the Chinese cultural activities held at school, the school also guides parents to join the queue and bear the flags with their children in the Floating Colours Parade at Cheung Chau Da Jiu Festival, exploring the allure of traditional Hong Kong culture. The school incorporates elements of Chinese culture in the curriculum conscientiously. It takes Chinese idiom stories as an entry point of some thematic teaching in this school year and designs activities ranging from language, music, physical and other areas. However, the school is required to refrain from adopting excessively difficult learning content or putting too much emphasis on imparting knowledge. It should strengthen the connection between the activities and children's life experiences such that children can understand Chinese culture at ease, thereby nurturing a sense of national identity in them.

2.6 Teachers are meticulous in decorating the premises. Bamboo paintings, Chinese fans and other artworks created by children are exhibited around the campus, fostering an environment that is filled with child-like fun and artistic atmosphere. Teachers divide classrooms into six play zones based on the learning areas and design interactive teaching aids that align with the themes for children to use according to their abilities to cater for their diversity. Calligraphy brushes and inkstones are available in the Language Zone. Children try grounding an inkstick against an inkstone to produce ink for writing. At the same time, they revisit the vocabulary

that they have learnt and feel the beauty of traditional Chinese calligraphy. In the Nature and Living Zone, there are dried chrysanthemum, mugwort and other herbal ingredients. Through exploration, children can learn about the characteristics of herbaceous plants. Stamps and paints are placed in the Early Childhood Mathematics Zone, where children make an effort to stamp patterns featuring animals and words, experiencing the fun of traditional rubbing. Meanwhile, children can draw bookmarks in the Art and Creativity Zone or engage in various play that strengthen their fine motors in the Physical Fitness and Health Zone according to their preference. Teachers observe children during the activities to provide assistance and guidance at opportune times, which is conducive to children's consolidation of learning. The school is advised to furnish the role play corner in the Self and Society Zone with abundant scenario settings to let children play different roles for unleashing their creativity and facilitating their interaction.

- 2.7 Teachers are kind and friendly, and they care for children. Teachers always encourage and praise children's good behaviour, which is beneficial for boosting children's self-confidence. Teachers are loving, patient and able to soothe children as well as helping children express their thoughts in proper ways. In tandem, teachers are effective in taking care of children with different needs by means of individual attention, peer assistance, etc. In music activities, teachers guide children to sing Chinese nursery rhymes and take part in music games. Children are fully engaged in the activities and have great fun. Teachers arrange for children to experience folk games such as pitch-pot and plate spinning during physical activities. Yet, it is necessary to improve some of the activity designs to ensure that children can thoroughly train their gross motors. Children are given adequate opportunities to learn to take care of themselves that they wash their hands on their own after using the toilet. During transition of activities, they also put on and take

off their shoes, and tidy up the floor mat, demonstrating good self-care abilities. Children are energetic, active and curious about their surroundings. They are familiar with routines and enjoy going to school. Children are pleased to take turns to serve as helpers to distribute water bottles to their peers, showing their generous support for helping others.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The school maps out annual development goals in alignment with the school-based needs. It conducts timely reviews to get hold of the implementation of work plans. When devising the annual major concerns, the management is recommended to leverage its collective wisdom and guide the team to reach consensus on task objectives and strategies. They can then formulate focused success criteria to enhance the effectiveness of SSE.
- 3.2 The school must reduce the amount of vocabulary copying in K2 and K3 homework, and cancel the practice of presenting the results of the summative assessments by calculating the average scores of the thematic assessment items. Besides, the school is required to revise the excessively difficult learning content in Chinese cultural activities for children to understand the Motherland in a relaxing manner and cultivate their sense of national identity.