

School No.: 565520

Quality Review Report (Translated Version)

YMCA of Hong Kong Christian Nursery School (Farm Road)

Portion of G/F, Majestic Park, 11 Farm Road, Kowloon City, Kowloon

26, 30 June & 4 July 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, 30 June & 4 July 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 leadership team regularly attends meetings to grasp the school's overall operation and development direction and to provide appropriate advice on administrative matters. In recent years, the management has redefined the responsibilities of functional groups to enable teachers to participate in co-ordinating curriculum development and parent education while accumulating leadership experience. To support newly appointed teachers, the school assigns duties according to the experience and strengths of team members, helping the new recruits adapt to the teaching environment through peer collaboration. In addition, the school values the professional growth and atmosphere of the team. It arranges relevant training based on teachers' needs and preferences, as well as organising social activities to enhance communication and interaction among members. The team strives for improvement, demonstrates a willingness to put learning into practice, and works collectively to drive the advancement of the school.

1.2 The school has established a school self-evaluation (SSE) mechanism and promotes the cyclical process of planning, implementation and evaluation in its routine work. At the end of each school year, the management leads all teachers in reviewing the effectiveness of work in various aspects by making reference to stakeholders' opinions and activity evaluations, and they jointly discuss the annual development plans. After examining the school-based curriculum and children's needs, the school regards broadening children's life experiences as its major concern in this

school year. Teachers plan exploratory activities, snack making and outdoor visits for children to extend their learning through hands-on experiences. The team carries out various work plans in an orderly manner, providing abundant learning opportunities for children.

- 1.3 The school accepts and caters for learner diversity. A clear mechanism is in place to provide follow-up and referral for children. At the beginning of a school term, the school takes into account the adaptation of the newcomers to adjust the school hours flexibly and arrange for parents to accompany their children in class. Teachers also take the initiative to know about children's habits and behaviour at home, offering necessary support to help children integrate into school life smoothly. With respect to home-school cooperation, the school makes use of multiple channels to keep in contact with parents, including publishing campus news regularly, sharing school updates and children's learning highlights on social media, as well as collecting parents' feedback on activities to improve the relevant arrangements. The school organises seminars and parent-child activities to enhance parents' knowledge of positive parenting and child development. At the same time, parents are encouraged to contribute their expertise by participating in career sharing and festive performances. Home and school work together to support children's happy growth.

2. Learning and Teaching

- 2.1 The school makes reference to the curriculum resources provided by the organisation to design an integrated curriculum that accommodates children's development in ethics, intellect, physique, social skills, aesthetics and spirituality. In recent years, the school has introduced external teaching materials and picture books on the basis of the original curriculum, together with the exploratory activities, to foster children's

curiosity and proactive attitude towards learning. The school embeds values education into daily teaching. Through play, religious stories and discussion of scenarios, the school cultivates virtues of gratitude, caring for others and willingness to share in children. Meanwhile, the school actively promotes Chinese culture and incorporates content such as historical landmarks, transport and traditional food into the curriculum to deepen children's understanding of our country. Additionally, the school forms a child flag-guard team and conducts the national flag raising ceremony, nurturing children's sense of national identity. The school arranges physical, music, art and free choice activities for children every day to facilitate their balanced development. However, some homework content of Early Childhood Mathematics for K3 is relatively difficult. The school must review and revise it to meet children's learning needs and abilities.

2.2 The school continuously observes children's performance and creates learning portfolios for them to properly retain thematic assessments, observation records, artworks, etc. Teachers devise assessment items according to the teaching objectives and jointly set criteria to strengthen the objectivity of evaluation. They observe children during daily activities, record their development across different domains, and then conduct analysis for rendering corresponding recommendations. Teachers distribute assessment reports to parents every school term and they exchange strategies to facilitate children's growth. Furthermore, the school makes use of assessment information as a basis for supporting children's learning and adjusting teaching practices.

2.3 The school has a mechanism for curriculum coordination, monitoring and review. The team engages in cross-grade level collaboration to discuss the teaching foci and content of each level in light of the developmental characteristics of children, thereby enhancing the coherence of curriculum. The management participates in meetings,

conducts classroom walkthroughs and scrutinises documents to get hold of the curriculum implementation. Reflection tools are refined to help teachers evaluate the effectiveness from perspectives of thematic learning, environment set-up and artwork creation, hence improving the activity design and resource deployment. The school may further encourage the experience sharing within the team, for example by promoting peer lesson observation, enabling teachers to inspire one another through class observation and feedback, and strengthening their professional competence in teaching strategies and catering for children's needs.

2.4 In this school year, the major concern of the school is broadening children's life experiences to enhance learning effectiveness. Teachers design exploratory, experiential and outdoor activities that align with teaching themes, guiding children to acquire knowledge and skills through firsthand participation and hands-on manipulation. To deepen children's understanding of the community, teachers arrange for them to take the tram, cable car and ferry for comparing the features of different modes of transport in an engaging way. Moreover, children prepare sushi, sugar-coated fruits, dumplings and other snacks to develop basic life skills and an attitude of cherishing food. The school invites parents from various professions to introduce their work through simulated scenarios and interactive demonstrations, encouraging children to respect and appreciate people serving society. The school puts great effort to provide diverse and authentic learning experiences that support the development of children's observation and thinking abilities, while nurturing their spirit of active exploration.

2.5 The school sets up a wide range of corner activities where children can choose games of their own preferences. The design of exploratory and role-play corners is linked to teaching themes, which is conducive to extending children's learning. Children take on the roles of bakery owners and customers, learning social manners through

buying and selling. They imitate bakers by using coloured playdough to create fillings, mixing colours and shaping the playdough to demonstrate creativity. A variety of learning tasks is prepared for exploratory activities. As children observe and compare how objects are blown by a fan, and record the height to which the objects are lifted, they progressively master inquiry methods. Art corners are stocked with ample art and craft materials. Children create collage and draw attentively. They also make greeting cards to share with peers as an expression of friendship. Children enjoy playing chess together or they jointly build lovely animal models with wooden strips and big bolts, manifesting their cooperative spirit. In the course of the activities, teachers interact with children and encourage them to share ideas through questioning and guidance. Children are also provided with a natural language environment that enrich their language experiences.

2.6 Teachers use lively tones and carefully prepare teaching aids to tell stories. They also arrange role-play to deepen children's comprehension of the content. Some teachers use cue cards and other sensory aids to offer timely support for children with special needs. Teachers set up circuit games in physical activity sessions, allowing children to develop balancing, throwing, jumping and other skills in a relaxing atmosphere. Teachers may improve the grouping strategies to enhance children's participation and arrange suitable relaxation sessions after the activities to help children develop a good habit of exercise. In music activities, children listen to melodies, create rhythmic movements, and manipulate musical instruments, during which they unleash imagination and strengthen their sense of rhythm, fostering aesthetic development.

2.7 Children have good self-care abilities and living habits. They fold the quilts after nap time and help teachers tidy up materials after activities. K3 children act as big brothers and sisters to assist younger peers in putting on and taking off shoes, and

proactively care for them during lunch to demonstrate a spirit of kindness and responsibility.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The school recognises the SSE rationale and continuously reviews its development progress, thereby proactively improving curriculum planning and enriching children's learning experiences. The management is required to lead teachers in formulating clear success criteria that align with the objectives of work plans. It should also utilise children's performance to review the work effectiveness, which is favourable for consolidating the progress of plans and informing future planning.
- 3.2 The team vigorously strives for advancement. The management is suggested to further enhance teachers' professional capacity, for example by promoting peer lesson observation to facilitate experience sharing in teaching strategies and catering for children's needs. The teaching team should also improve the design of physical activity to strengthen children's learning effectiveness. In addition, the school is required to review and revise the relatively difficult homework content of Early Childhood Mathematics for K3 to meet the developmental needs and abilities of children.