

School No.: 566330

Quality Review Report (Translated Version)

**New Territories Women & Juveniles
Welfare Association Limited Sheung Shui
Nursery School**

**5/F, North District Community Centre, 2 Lung Wan Street, Sheung Shui,
New Territories**

14, 15 & 17 November 2022

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region

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Dates of Quality Review: 14, 15 & 17 November 2022

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 provided with adequate and appropriate support by the sponsoring body and maintains close liaison with the affiliated kindergartens. Through meetings, the school reviews and revises the curriculum outline of the sponsoring body with the affiliated kindergartens and exchanges the school-based curriculum development with each other, thereby enhancing the teaching quality with collective wisdom. The school encourages teachers to pursue further studies proactively and helps teachers keep abreast of the development trend of kindergarten education through joint-school and school-based trainings. Thus, teachers can keep up with the latest development and their professional development can be facilitated. Teachers share what they have learnt after trainings, which is conducive to fostering a culture of professional exchanges. The school followed up on the recommendations of the previous Quality Review (QR) to deploy duties in light of teachers' experiences, abilities and preferences appropriately, unleashing their potential. The school puts great effort in building a positive team spirit and leads teachers to enhance their work collaboratively in different aspects with an attitude of caring and respect. In tandem, the management provides teachers with timely support. The school operates smoothly. The team has established a good rapport and team members collaborate with one another to foster the school's sustainable development.
- 1.2 The school adopts a whole-school approach to implement the school self-evaluation (SSE). Taking into account its school-based context and children's needs, the management led the team to set promoting a green lifestyle on campus as its major concern last school year. The school reviewed the current situation, devised clear objectives and deployed appropriate strategies in terms of teacher training, children's learning, home-school cooperation, etc. It reviewed and adjusted the work progress in a timely manner and also took the initiative to introduce suitable community resources to promote the major concern, such that the expected outcomes were achieved. In this school year, the school ties in with the development trend of

education and considers stepping up children's moral cultivation and their understanding of Chinese culture as its major concern. It carries out its work from the perspectives of curriculum planning and activity arrangement in an orderly manner. The effectiveness is yet to be seen.

- 1.3 The school accepts and caters for children with special needs. It has set up an identification and referral mechanism and works closely with professionals and parents so that children can receive appropriate support the soonest. The school observes and assesses the situation of newly admitted children, and adjusts the daily schedule during adaptation period for individual children when needed, helping them adapt to school life gradually. The school maintains liaison with parents through different channels. It also arranges parent volunteers to assist the school in implementing activities, thereby deepening their understanding of children's school life. The school helps parents realise the developmental needs of children and strengthen their parenting skills by organising a variety of seminars. It also arranges experiential activities for parents and children in view of the implementation of the major concerns. Parents therefore understand the education rationale and development direction of the school. They are willing to participate in school activities, recognise and support the school's development.

2. Learning and Teaching

- 2.1 By making reference to the curriculum outline of the sponsoring body, the school selects suitable storybooks and devises its integrated curriculum according to the learning themes. Addressing children's life experiences and interests, the school adjusts the learning content and extends children's learning. It also arranges activities such as visits, festivities and snack tasting to enrich children's learning experiences. The curriculum of the school is comprehensive and balanced, which puts emphasis on cultivating children's positive values and attitudes as well as helping them construct knowledge and develop skills. The school provides children with enough opportunity to engage in music, physical and art activities every day to promote their balanced development. It also arranges free choice activities to encourage children to learn actively.
- 2.2 The school has a clear policy on the assessment of child learning experiences, where the assessment content is comprehensive and aligns with the curriculum goals. It facilitates parents to understand children's performance at school and enhances their

understanding of children's growth. Teachers continuously observe children's performance in all aspects and have concrete analysis on their development. Parents are kept informed in a timely manner and follow up on children's needs with teachers together. The school develops learning portfolios for children to keep records of their assessment and development reports, activity observation records, artwork analysis, etc., in an orderly manner so as to serve as evidence of children's growth and development progress. Teachers consolidate and analyse children's assessment data to serve as references for supporting individual children and curriculum adaptation.

- 2.3 The school has established a clear curriculum management mechanism. The management steers the planning and implementation of the school-based curriculum and discusses the teaching content and activity design of all grade levels with teachers. It understands curriculum implementation through attending meetings, lesson observation and scrutinising documents. The management offers suitable guidance and advice to teachers in a timely manner. Since the previous QR, the school has arranged peer lesson observation and conducted teaching demonstration, thereby strengthening teachers' skills in designing and conducting music activities. A teaching reflection log has been revised to guide teachers to review the classroom setting and the effectiveness of activities in light of children's performance. Teachers conduct teaching reflection on a regular basis and review the overall effectiveness of teaching activities upon completion of a theme. Some teachers analyse children's needs and follow up on the arrangement of activities accordingly. The school is advised to encourage teachers to record specific recommendations for further improvement, serving as a reference for curriculum planning in the future. In addition, the school may revise the daily schedule of the kindergarten-primary transition activity so that children can have sufficient opportunities to engage in different activities every day.
- 2.4 In the last school year, the school considered promoting a green lifestyle on campus as its major concern for children to develop environmental awareness and habits in daily life, therefore learning to cherish resources and protect the environment. The school makes good use of the campus for planting and rearing small animals, thereby encouraging children to appreciate nature and cherish lives. The school organises diversified activities for children, including environmental protection workshops, planting activities and goods donation and exchanges. It cultivates children's values and attitudes towards environmental protection through understanding and

application. The school also arranges parent-child activities and simple tasks to foster home-school cooperation and raise the environmental awareness of parents and children. Teachers act as role models to encourage children to save papers and bring their own handkerchiefs. They design slogans with children and collect environmental-friendly materials to make flowerpots, artwork materials and simple musical instruments. Children have learnt to reuse environmental-friendly materials and cherish resources, thus practising green living together. In this school year, the school integrates some activities into daily teaching practices as a routine to extend the effectiveness of the programme.

- 2.5 The school attaches importance to children's moral development. It sets different focuses for moral education to nurture children's attitudes and values such as caring, willingness to help and respect for others. According to various teaching objectives, the school selects suitable storybooks and shares them with children. In tandem, it designs different games for birthday parties and puts in great efforts to create interesting cartoon characters to deepen children's understanding by means of visualisation. Besides, the school arranges simple parent-child tasks, encouraging children to practise what they have learnt in daily life. As observed, children are polite and obedient. They get along well with peers, caring for and helping others. In this school year, the school has built on the foundation of children's moral development to enhance children's understanding and appreciation of Chinese culture, thereby cultivating a sense of national identity in children. The school taps resources properly to arrange trainings for teachers with reference to the current focuses on moral cultivation. It selects Chinese historical stories and fables to share with children, helping them understand the virtues of Chinese culture. It also forms working groups to progressively plan activities that are related to Chinese culture and arts, in which children and parents can participate in.
- 2.6 The campus is bright and tidy. Children's artworks are displayed, thereby enabling them to appreciate one another. There are different interest corners in the classrooms. The materials in the corners are plentiful and the activity design ties in with the theme. As observed, children choose activities according to their interests and keep records thereafter. Children are attentive and engaged. They play with peers joyfully. In the exploratory corner, children do testing regarding how magnets attract different objects, observe the characteristics of potatoes, as well as observing the changes of crepe papers with different colours when soaked in water, showing their curiosity. In the art and creative corner, children use diversified

materials to draw and create collages attentively, thus unleashing their creativity. They also give their artworks as gifts to others to express their feelings. The reading corner is cosy. Books related to the themes and booklets of children's sharing are displayed orderly. Children concentrate on reading. They are willing to share the content of books with others. Children create buildings and public transports with various building blocks and environmental-friendly materials, having great fun during play. K1 children imitate the scenarios of cleaning and preparing meals in the role-play corner to learn to take care of family members. The school may further enrich the role-play elements for other grade levels and provide children with more opportunities to imitate and imagine, thereby facilitating their learning. Teachers observe children's performance, provide guidance and participate in the play. They also invite children to share their experience during play, and guide children to summarise what they have learnt.

- 2.7 Teachers are kind and amiable. They teach children patiently and commend them frequently, as well as implementing classroom routines effectively. Teachers care for and accept children. They provide children with individual guidance and adjust homework for them, catering for children's different needs. Teachers are conscientious and well-prepared for teaching. They make use of real objects and pictures to supplement their teaching, thereby raising children's interest in learning. Teachers enhance children's participation through questioning and small group activities. Some teachers are advised to adjust the teaching strategies in light of children's performance in a timely manner, thereby guiding children to express their views more frequently and inspiring their thinking and problem solving skills. Teachers arrange various activities for children including singing, play and music appreciation during music activities, enriching their music experiences. Children move their bodies and sing along with the music. They feel the beat and tempo of music during play. Teachers offer diversified physical tools for children to play freely and set the way of play by themselves. Children are eager to participate in physical activities. They have sufficient amount of physical exercises and demonstrate good body coordination. They show determination in trying and exploring ways to play with different tools. Children cooperate with one another and unleash creativity during play.
- 2.8 Children are energetic and friendly. They are willing to participate in different learning activities and love to share what they have seen and heard, showing that they are observant. Children possess good self-care abilities that they put on and take

off their shoes as well as packing and tidying up personal belongings by themselves. In tandem, children who are on-duty and acting as little leaders assist teachers in feeding pet fish and leading stretching exercises, demonstrating a sense of responsibility and willingness to serve.

3. Recommendations for Enhancing Self-improvement of School

The school pursues advancement in all areas of work continuously by adhering to the interconnected self-evaluation process, viz. planning, implementation and evaluation. The team collaborates with one another seamlessly in promoting the school's sustainable development. The school may continue to review the daily schedule of the kindergarten-primary transition activity and enrich the role-play element of interest corners through SSE in further pursuit of strengthening the effectiveness of teaching activities, thereby enhancing learning and teaching.