

School No.: 566969

Quality Review Report (Translated Version)

Heep Hong Society Healthy Kids Nursery School

**Portion of G/F. & Portion of 1/F., Hoi Yan House, Hoi Fu Court, Mong Kok,
Kowloon**

6, 7 & 9 February 2023

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region

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Dates of Quality Review: 6, 7 & 9 February 2023

- 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 communicates closely with the organisation. Through visits and meetings, the leadership team understands the operations of the school and gives advice on different areas of work in a timely manner. The school makes good use of the resources of the organisation to provide appropriate training for teachers. In tandem, it encourages and supports teachers to pursue further studies according to their personal training needs and the school's development needs, so as to foster teachers' professional growth. The management assigns duties based on teachers' experience and expertise. Senior teachers are assigned to coordinate functional groups and lead the group members to conduct planning, implementation and reviews. The management timely provides support and guidance to help teachers gain experience on non-teaching tasks. The school team is stable and team members are in harmony. They take school affairs forward with concerted efforts.
- 1.2 The school has established a school self-evaluation (SSE) mechanism. The management leads all teachers to perform self-evaluation. Team members jointly formulate major concerns and implementation strategies while evaluating the effectiveness of work plans. The school attaches importance to reading. It regarded promoting reading to enhance children's interest in reading as the major concern last school year. However, the implementation of the plan was affected by the pandemic. Therefore, the school continues to set cultivating children's reading interest and habit as its major concern this school year. The needs of different stakeholders are catered for in the school's development plan, including improving teachers' skills in organising and promoting reading activities, as well as encouraging parents to read with their children. Resources are utilised effectively to carry out work plans. Team members work as one and the strategies are in line with the objectives. The plan is in smooth progress and the effectiveness is seen gradually.
- 1.3 The school team respects and embraces children's diverse needs. It has a clear mechanism to identify and refer children with special needs. It also cooperates with

professionals to hold regular meetings to discuss effective ways of taking care of children. Teachers use proper teaching strategies flexibly to cater for learner diversity, which is conducive to building an inclusive learning environment. In the meantime, home and school join hands to care for children's needs so that children can receive appropriate support. In order to let children adapt to the new learning environment, the school employs different channels to maintain close liaison with parents. They discuss together the suitable ways to help the newly admitted children and those who are about to promote to primary school integrate into the new environment, and provide apposite support. The school values home-school cooperation. Through daily contacts and close communication with parents, it assists parents in comprehending their children's performance in school. Promoting home-school cooperation was another major concern of the school in the previous school year. As the plan was hit by the pandemic, promoting home-school cooperation remains the focus of the school this school year. The school exploits external resources like providing training to strengthen teachers' skills in communicating with parents. The plan has been carried out. The school holds parenting seminars on children's developmental needs, parenting skills, etc. Thus, both the school and parents put a lot of effort into catering for children's diverse needs to foster their healthy growth.

2. Learning and Teaching

- 2.1 The school makes reference to the teaching packages to devise its curriculum. The management leads teachers of each grade level to set forth learning objectives and design integrated learning activities using real-life themes. The curriculum suits children's abilities and developmental needs with comprehensive and balanced curriculum content that covers all learning areas, addressing the cultivation of positive values, acquisition of skills and construction of knowledge for children. The school has incorporated national education into the curriculum. It holds the national flag raising ceremony on National Day and Hong Kong Special Administrative Region Establishment Day while organising relevant learning activities, such as making cakes to celebrate National Day, creating ink paintings and Chinese opera masks, to deepen children's understanding of our country and Chinese culture. The daily schedule of the school is properly planned that children have sufficient time to participate in music, physical and free choice activities to foster

their balanced growth.

- 2.2 A curriculum management mechanism is in place in the school. The management exchanges views with teachers on teaching plans and environment set-up in meetings, and teachers report the effectiveness of learning and teaching periodically. There are also case conferences for discussing individual child's performance, their learning needs and appropriate teaching strategies, with an aim to cater for children's diversity. Through observing lessons, conducting classroom walkthroughs and scrutinising teaching reflections, the management understands the curriculum implementation and gives feedback to teachers aptly, excelling in its role of monitoring and promoting the curriculum. The school has established a mechanism of curriculum evaluation. Yet, teachers mainly describe whether children have achieved the learning objectives and grasped the learning content in their reflections. The management is advised to lead teachers to think from multiple perspectives, such as activity design and teaching skills, to make concrete suggestions for improvement, thereby informing curriculum planning in a more effective manner.
- 2.3 The school assesses child learning experiences through continuous observation. It develops learning portfolios for children that consist of thematic assessment forms, teachers' observation reports and children's work to serve as evidence of their growth. The school invites parents to fill in the assessment forms to record children's living habits, moral character and emotional needs to enable teachers to gain a deeper understanding of children's development. In response to children's situation, teachers give parents appropriate suggestions to facilitate children's healthy growth. The school may refer to the information of child learning assessment to adjust the curriculum content and teaching strategies.
- 2.4 Enhancing children's interest in reading has been the school's major concern in these two years. The school purchases suitable books for children to borrow and read. Furthermore, it enhances children's reading interest through a parent-child reading scheme. Children love to read with their parents. They briefly write down their favourite story characters and scenes in the book reports. As observed, teachers chose theme-related storybooks to read with children during morning assemblies as well as before and after naptime. Children were immersed in the stories while listening attentively and giving enthusiastic responses. They also read quietly or read with peers before classes and during free choice activity time. Children are interested in reading and the effectiveness is observed.
- 2.5 The school uses its space wisely. It displays children's work and daily photos along

the corridor and in the classrooms to create a warm and harmonious campus atmosphere so as to increase children's sense of belonging to the school. Teachers set up different learning corners in the classrooms and provide children with plentiful materials. As observed, children loved taking part in the corner activities. The activities were interesting and children chose the materials and games according to their interests and abilities. They constructed knowledge and acquired skills through manipulation. Children played with peers as well. For instance, they simulated making and having meals in the imaginative play corner while sharing the materials to construct with building blocks together. Children followed the corner routines and recorded the activities joined. During the review sessions, teacher invite children to share their feelings and introduce their work to consolidate children's learning.

- 2.6 Teachers are conscientious in teaching. They often explain concepts with real objects, teaching aids, books, and so forth to facilitate children's understanding of the learning content. Teachers are amiable. They care for children and embrace learner diversity. They use visual cue cards to remind children to follow the rules while offering comfort and guidance in light of children's individual emotional needs, hence calming down the children. The classes run smoothly and the classroom management is generally good. Teachers ask questions that are related to children's life experiences to encourage them to express their thoughts. Some teachers ask follow-up questions based on children's responses to stimulate children to think. There are different music activities for children to sing, perform rhythmic movements and play together along the music. They enjoy the music activities very much. Teachers design physical activities that align with the learning themes to facilitate children's participation in a familiar context. Various items are placed in the physical activity venue and children are free to choose the physical equipment to create games. Teachers demonstrate for children first and then observe children's performance. They correct children's movement when necessary. The overall arrangement is beneficial to children's gross motor development.
- 2.7 Children love going to school. They comply with the classroom rules, are engaged in the learning activities and respond to questions eagerly, showing interest in learning. Children play and share toys with peers as well as helping peers get items. They get along well and have good affective and social development. Children's self-care abilities are favourable as they tidy things up on their own after the activities.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The school should strengthen the team's self-evaluation ability. The management should lead teachers to make further reference to children's performance in order to review the effectiveness of the school work in a focused manner. When formulating major concerns, the school is advised to list out specific work objectives and expected outcomes. It may set forth the work objectives of the next stage according to the effectiveness of the plans, with a view to promoting the continuous development of the school.
- 3.2 The school strives to provide children with a comprehensive and balanced curriculum which caters for learner diversity effectively. The management should enhance teachers' reflective practice and lead teachers to review the effectiveness of learning and teaching from multiple perspectives. Child assessment information should be fully utilised to inform activity design and curriculum planning effectively. The school could keep on fostering teachers' professional development including identifying effective teaching strategies through peer lesson observations, thereby enhancing the efficacy of learning and teaching.