

School No.: 157597

# **Quality Review Report (Translated Version)**

**Hong Kong & Kowloon Kaifong Women's  
Association Sun Fong Chung Kindergarten**

**G/F, Wai Sam House, Lung Hang Estate, Shatin, New Territories**

**18, 19 & 21 April 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: 18, 19 & 21 April 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 leadership team cares about the school's development. It attends meetings to monitor the operation of the school while organising joint-school training talks to enhance the teams' knowledge of the current situation of education. The organisational structure of the school is clearly defined. Members of the management cooperate closely and share the duties in the aspects of administration and curriculum. They recognise teachers' expertise and appropriately assign duties in light of teachers' strengths, experience and preferences. Working groups have been formed in accordance with the school context for effective school daily operations. The school attaches importance to teachers' professional growth and arranges training and peer lesson observations based on the development plans to strengthen their teaching capabilities. The team works earnestly and collaborates with each other. They have a sense of belonging to the school and promote the school development with concerted effort.
- 1.2 The school has followed up on the recommendations of the previous Quality Review, in which the management strengthens its curriculum leadership. It reviews the balance of the curriculum, as well as reorganising the curriculum and daily schedule to facilitate children's holistic development. The school has built a self-evaluation culture. The management leads teachers to evaluate the work effectiveness in each area by consolidating the results of questionnaires systematically and analysing information of assessment of child learning experiences. Having regard to children's needs and the trends of curriculum development, the school sets its major concerns as strengthening the elements of play in activities and enhancing children's understanding of Chinese culture. Objectives and strategies focusing on aspects of teacher training, curriculum planning and parent education have been devised for the two major concerns. The deployment is appropriate and the work plans proceed smoothly.
- 1.3 The school cares for children and embraces their diversity. A working group has

been formed this school year to reinforce the relevant coordination. Training is also arranged to enhance teachers' knowledge and skills in supporting children with special learning needs. The school caters for the needs of the newly admitted children. Through parent-child activities and adaptation period, the school enables children to get familiar with school life gradually. Teachers maintain close communication with parents to keep them informed of children's situation in school, and help them understand children's needs, therefore teachers and parents jointly assist children in integrating into school life. For the interface between kindergarten and primary education, the school organises parent talks in which parents of graduates are invited to share primary school information. Primary school visits are also arranged to help children better prepare for promotion to primary one. The school treats parents as essential partners. It coordinates parent-child activities that tie in with the major concerns, including visits to scenic spots in Hong Kong and traditional craft workshops, which utilises the efforts of parents in an effective manner to promote the major concerns and strengthen parent-child relationship. The parent-teacher association has been established for years. It plays the role as a bridge of communication. Parents are also willing to share opinions and gather information for the parent-child activities. Parenting activities operate smoothly under home-school cooperation. Parents support and cooperate with the school's efforts, and join hands with the school to nurture children's healthy growth.

## **2. Learning and Teaching**

2.1 With reference to the *Kindergarten Education Curriculum Guide* and teaching packages, the school devises its curriculum through an integrated approach by using themes. The curriculum content covers all learning areas, taking into account the cultivation of children's values and attitudes as well as the acquisition of knowledge and skills. The curriculum design attaches importance to children's life experiences. Teachers organise extended and off-campus activities in accordance with the themes, such as visits to wet markets and parks, to enrich children's learning experiences. The school provides sufficient time for music, physical, art and free choice activities every day to facilitate children's balanced development. However, some pieces of Chinese language and Early Childhood Mathematics homework for K3 are rather difficult. The school must delete those content so as to meet children's developmental needs.

- 2.2 Teachers set the assessment items according to the learning objectives of different learning areas. Continuous observation is used to assess children's performance, where the assessment criteria are discussed among teachers to ensure the assessment standards are objective and consistent. Observation records of children's activities and annual summative assessments are provided to show children's learning and development in a concrete manner, which is beneficial for parents to keep informed of children's development. The school invites parents to motivate children to perform good behaviour and record children's performance at home so that teachers have a better understanding of children's development. The school analyses the assessment information as a future reference for informing curriculum and reviewing assessment design, hence strengthening learning and teaching.
- 2.3 The school has established a systematic mechanism of curriculum management. The management guides teachers to revise the curriculum outline by making reference to children's assessments, stakeholders' views as well as teachers' reflections. Teachers of all grade levels prepare lessons together before the commencement of themes. They design learning activities that align with the learning objectives and share the work of preparing teaching plans. The management monitors the implementation of the curriculum by attending meetings, scrutinising documents and conducting classroom walkthroughs. The teaching team recognises the importance of review to curriculum development, hence it examines teaching on a regular basis and holds meetings at the end of the school term to evaluate the teaching effectiveness, which is conducive to promoting the continuous development of the curriculum. However, some of the teaching reflections merely describe children's learning. The management is advised to lead the teaching team to make specific suggestions in terms of learning objectives, learning content and teaching arrangements so as to further enhance teachers' reflection capabilities.
- 2.4 In recent years, the school has regarded strengthening the elements of play in activities as its major concern. It joins external support programme to enhance the professional competence of the teaching team through the preparation, observation and evaluation of lessons. Last school year, the school had started a trial run in K2 and K3, whereas it takes forward the plan for all grade levels in this school year. As observed, teachers applied their acquired knowledge to design interesting activities. For example, teachers played charades with children to introduce new vocabulary to them and designed number mats for children to jump upon, helping them master the

basic concepts of mathematics. Children learnt joyfully and consolidated their learning through play. The effectiveness of the plan has been observed.

- 2.5 The school always places great emphasis on guiding children to understand Chinese culture. Apart from conducting activities during traditional festivals to bring up Chinese custom and art, the school also sets up a Chinese cultural week in which shuttlecock and folk music are introduced to children so that they can learn and experience Chinese culture from different aspects. The school even sets the above issues as its major concern for this school year. The school uses subsidies to organise diversified activities such as visits and folk costume shows. It also holds school activities for children to get in touch with traditional Chinese handicrafts, thereby nurturing their appreciation and recognition of Chinese culture from experiential activities.
- 2.6 The school displays children's artworks in the corridors, on windows and on walls. The campus is filled with child's pleasure, which is favourable for children to appreciate and learn from each other. There are a wide range of materials in the art and craft corner for children to create freely. The classroom decorations and the design of learning corner activities are closely related to the themes. Teaching aids are manipulative and interactive. For instance, children can play board games to learn about facilities in the community. They also play dice games with others to learn number counting. As such, children consolidate and extend what they have learnt from thematic activities through corner games.
- 2.7 Teachers are amiable and patient. They are well-prepared to teach and make teaching aids by themselves. They also use real objects, including daily necessities and fruits, to encourage children to learn through different senses. During free choice activities, teachers observe children and make interventions in a timely manner. Some teachers play with children in order to understand children's learning. After activities, some teachers use photos to conduct reviews and let children share what they have learnt, helping children collate and consolidate their learning experience effectively. Teachers make good use of the campus to arrange a variety of physical activities for children. However, teachers are required to pay attention to the arrangement of grouping and prevent children from gathering in the same activity zone, which leads to long waiting time and undermines the amount of exercise in children. Music activities include different content, such as song appreciation and rhythmic movement performance. Children are encouraged to express their feelings towards songs by their body movements. However, some

learning objectives are rather obscure and the focus of the activity design is not clear enough as well. Teachers must set concrete learning objectives for the music activities in order to enhance the effectiveness. Besides, teachers may provide more opportunities for children to express themselves and encourage children to respond or share during lessons.

- 2.8 Children love going to school and are devoted to learn. They are creative as they use eco-friendly materials to design different pieces of work during the free choice activities. The thematic artworks of children also demonstrate their own characteristics. Children get along well and extend a helping hand to peers. They construct and combine toys and engage in artwork creation together. Children possess self-care abilities as they quickly tidy up teaching aids and physical equipment after activities, whereas K3 children demonstrate the spirit of service as they take turns to serve as caring ambassadors to lead K1 peers to do morning exercises.

### **3. Recommendations for Enhancing Self-improvement of School**

- 3.1 The school has established a solid foundation for school self-evaluation (SSE). The management may provide more opportunities for the teaching team to get involved and discuss the work strategies of development plans for the coming year collaboratively. Children's performance may be referred to as one of the success criteria of the plans with a view to reflecting the effectiveness of the work plans accurately.
- 3.2 The school management is required to strengthen its curriculum management. It is necessary to lead the team to enhance the reflection capabilities, to review the design of music activities, and to delete inappropriate homework. Teachers are advised to encourage children to respond or share during the learning activities so as to enhance teacher-child interaction and improve the quality of teaching.