

School No.: 565091

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

## **Hong Kong Society for the Protection of Children Park'N Shop Staff Charitable Fund Nursery School**

**6/F., 387 Portland Street, Mongkok, Kowloon**

**17, 18 & 20 June 2024**

**Kindergarten Inspection Section  
Education Bureau**

**Education Bureau**  
**The Government of the Hong Kong Special Administrative Region**

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**Dates of Quality Review: 17, 18 & 20 June 2024**

- 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 management is highly competent in administration and curriculum management. It leads the team and assigns duties strategically to let teachers reflect on their own strengths and areas of continuous improvement through appraisals and set the work objectives of the next school year according to their responsibilities and expertise. The management provides opportunities for teachers to exploit their potential in different positions through empowerment and accountability, nurturing talents proactively. In tandem, it arranges training and studies for teachers appropriately and prompts them to pursue continuous learning. The teaching team is stable, has a strong sense of belonging to the school and a passion for teaching. Team members often share their teaching experiences and exchange their views as well as encouraging and supporting one another to raise the quality of education collaboratively.
- 1.2 The school has a well-established self-evaluation (SSE) mechanism. The team grasps the SSE rationale of planning, implementation and evaluation, and embeds it in routine work. The management leads teachers to gather evidence from the perspectives of different stakeholders, then jointly analyse the school context and children's needs to plan the work about the future development of the school. In this school year, the school regards strengthening the cultivation of positive character traits in children as its major concern. It has made thorough planning and deployment in teacher training, activity design, home-school cooperation and other aspects. Moreover, the school conducts reviews in a timely manner and adjusts its strategies as necessary so that the expected effectiveness of various tasks can be achieved effectively.
- 1.3 The school accepts learner diversity. It has established a specific mechanism to identify children in need the soonest and render referral and follow-up services to them. The school designs Chinese learning materials and organises experiential activities for non-Chinese speaking (NCS) children to enhance their motivation and

confidence in Chinese listening and speaking in an authentic and meaningful context. In view of the adaptation and needs of the newly admitted children, the school flexibly arranges different school hours for them. Meanwhile, it maintains close contact with parents and gives them proper advice so that parents can learn about practical ways to facilitate their children's integration into school life.

- 1.4 The school regards parents as key partners. It not only strengthens the communication with and understanding of parents through multiple channels such as phone calls, face-to-face meetings and school newsletters, but also keeps an open mind in listening to and considering parents' views, discussing with them measures conducive to children's growth. The school organises workshops, seminars, etc., for parents to improve their parenting skills and arranges parent tea gatherings and volunteer activities to promote home-school relationship and build cohesion among parents. Parents trust and support the school. They join hands with the school to put effort into fostering the whole-person development of children.

## **2. Learning and Teaching**

- 2.1 The school upholds the core value of child-centredness to plan a curriculum that is designed in an integrated approach using real-life themes. The curriculum content is comprehensive and appropriate. The school is keen to strengthen the element of free exploration in play and create a favourable play environment to cultivate children's creativity and problem-solving skills as well as their interpersonal skills. In respect of promoting national education, the school forms working groups in this school year dedicated to planning and coordinating the activities of Chinese culture of each grade level, which helps further increase children's sense of patriotism. The school holds a Chinese arts and culture month to introduce the architectural style of China to children. It organises constructive games for children to assemble a model of the Great Wall of China, thus learning the ancient wisdom. After enjoying a Sichuan opera performance, children create opera masks, costumes and so forth to feel the beauty of traditional art. Children also try playing folk toys like tangram puzzles, rattle drums and shuttlecocks to experience the fun therein. The school arranges a proper daily schedule to provide sufficient time for children to participate in music, physical, art and free choice activities every day to foster their balanced development.
- 2.2 Teachers adopt continuous observation and documentation to understand children's

learning progress and physical and psychological development. They create learning portfolios for children to maintain various types of assessment forms, along with children's comments on their own works and parents' words of appreciation to children, hence demonstrating children's growth from multiple perspectives. Teachers meet with parents at opportune times to help parents understand their children's performance and abilities while making concrete suggestions for parents to act accordingly. The school makes good use of the child assessment information to analyse the effectiveness of learning and teaching, support children in need as well as informing curriculum design and the planning of school development. Besides, the organisation leads the school to keep refining the assessment content of the summative assessment reports, project learning and so forth. By reviewing the assessment items and criteria in an ongoing manner, the school could enhance the effectiveness of assessment for learning.

- 2.3 The school has established a proper curriculum management mechanism. The teaching team refers to the curriculum outline of the organisation and takes account of children's needs and the school context to adapt the learning content and plan the environment set-up. Teachers also arrange project learning activities to guide children to explore in depth the topics of their interest and foster children's spirit of active exploration through information collection, hands-on experiences, presentation and other learning processes. The management monitors the curriculum implementation and gives timely advice to teachers by scrutinising documents, observing classes, etc. Teachers are able to reflect on their teaching. They evaluate the activity effectiveness against children's performance, teaching design and skills and so on while suggesting effective improvement plans. The teaching team holds regular review meetings to examine children's learning, thereby informing curriculum planning to enhance the effectiveness of learning and teaching continuously.
- 2.4 In this school year, the school regards strengthening the cultivation of children's positive character as its major concern. Teachers set up emotional zones in classrooms to encourage children to share their mood of the day and learn to express various emotions properly. Teachers select suitable picture books to design experiential activities based on the story content to nurture children's positive values like self-control, perseverance and caring. Children use small basins to transport water to buckets or move the wheels along designated tracks. Children cultivate their attitude of facing adversity head-on through repeated attempts. They learn to

cooperate with their peers in pizza making activities. Additionally, in the school hall, teachers display photos taken when children were doing good deeds to recognise children's effort. They also invite children to serve as caring angels to exploit their willingness to help others. As observed, children had built a healthy self-image. They were confident in trying different activities and would not give up easily. Children respected others, got along well with their peers and encouraged one another when encountering problems. On the whole, the expected achievements of the plan have been accomplished.

- 2.5 The school has a comfortable and neat environment, with well-equipped facilities. Teachers decorate the campus meticulously. They utilise the corridors and walls in the classrooms to display children's works and activity highlights to increase children's sense of belonging to the school. Teachers create a range of interest corners that tie in with the themes to let children carry out free choice activities according to their preference, abilities and life experiences, developing children's attitude of active learning. The set-up of the imaginative play corners is attractive and plentiful tools are in place to entice children to play different roles. For instance, children simulate home cleaning with various tools, or they pretend to take care of animals in a farm, thus deepening their thematic learning through play. In the exploratory corners, children use their senses to identify different types of eggs. They compare the appearances and anatomy of the eggs. Furthermore, children find out effective ways of cleaning items through predictions and tests, cultivating their inquisitive mind. Children build an interest in reading as they go to the reading corners and read together the books that teachers recommended or tell stories using puppets. They utilise the art and natural materials to make art and craft works meticulously. Their works are of great variety, creative and distinctive. Children manipulate the fun-filled, cooperative teaching aids to construct knowledge and develop social skills. Teachers observe children during activities and respect children's ways of play while rendering guidance and assistance when needed. Children follow corner routines. They put away items used and complete the participation log by themselves after the activities, showing good self-management skills.
- 2.6 Teachers optimise the use of the spacious playground to arrange a wide array of physical activities to develop children's gross motor skills and body coordination. When leading circuit games and competitive activities, teachers employ theme-related scenarios to arouse children's association and increase their engagement. In

view of children's performance, teachers flexibly adjust the set-up of the equipment to make the activities more challenging so as to extend children's motivation to learn. Besides, children enjoy taking part in free choice physical games. They are willing to design games with their peers, using diversified materials and tools to show their creativity. Apart from guiding children to share the creative ideas behind their games to summarise their learning after the activities, teachers also invite K2 and K3 children to ask their peers questions of their interest or jointly think of solutions to the problems that they encountered. In this way, teachers can promote children's learning through interpersonal interaction. Teachers collaborate well with one another. In music activities, teachers work together to guide children to express their feelings through voices and gestures, feel the music melodies by moving rhythmically, strengthen their sense of rhythm from tapping musical instruments, etc. Thus, teachers let children experience the pleasure of music activities under a light and joyful atmosphere.

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

Members of the school team share the same mission that they seek continuous self-improvement through SSE and drive the school forward with concerted efforts. Teachers strive to create a positive campus atmosphere. They employ the teaching strategies of sensory exploration and play to enable children to learn with joy. The school may enhance the effectiveness of assessment for learning by reviewing the assessment items and criteria in an ongoing manner.