

School No.: 566390

Quality Review Report (Translated Version)

**The Neighbourhood Advice-Action Council
Fanling Day Nursery**

**Shop 37, Level 1, Shopping Arcade, Regentville I, 8 Wo Mun Street,
Luen Wo Hui, Fanling, New Territories**

16, 17 & 19 October 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: 16, 17 & 19 October 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 With the support of the organisation, the school implements administrative affairs and parent education properly. It also shares experiences with the affiliated kindergartens of the organisation frequently to facilitate the promotion of its continuous development. The management formulates and follows up on the school development through staff meetings, which is effective in monitoring the smooth operation of various tasks. The management liaises with the team with an open mind. It allocates duties appropriately by knowing and considering teachers' preferences and strengths while empowering teachers to plan team tasks so that they can give full play to their talents. Besides, the management examines the school needs to revise the guidelines in a timely manner, helping teachers consistently perform their daily affairs. An induction mechanism has been developed for newly recruited teachers to understand the education rationale and curriculum of the school, hence letting them integrate into the work environment the soonest. The management is also aware that teachers at the middle management level expect to strengthen their skills in curriculum design. Therefore, the management regards improving teachers' abilities in handling school matters and curriculum planning as the major concern and arranges relevant training to strengthen their professional competence. The team has a sense of belonging to the school and jointly adhere to the school mission of the organisation, striving to create a joyful and harmonious school life for children.
- 1.2 The school adopts a whole-school approach to implement the cyclical school self-evaluation (SSE) process, including collecting stakeholders' views regularly, to review the effectiveness of each area of work. The management keeps track of the school context in accordance with the findings in SSE. It devises and implements development plans collaboratively with teachers after seeking advice from them. In the last school year, the school regarded facilitating children's language development through picture books as well as building a positive and caring campus as its major

concerns. Teachers made use of their acquired knowledge to create an enriched language learning environment and design extended activities for children, which was conducive to children's language development. The school organised community visits and parent-child activities to cultivate children to care about the community. The effectiveness of the work strategies is seen. Building on the foundation from last year, the team has considered promoting children's affective and social development through picture books as the major concern of this school year. Such direction is appropriate.

- 1.3 The school endeavours to support children's diverse needs by making use of resources from the organisation and external bodies to provide referral services to children in need as early as possible. Teachers grasp the skills in identifying the diverse needs of children through training. They keep daily contact with parents and professionals, working together to assist children in learning. For the purpose of gradually familiarising newly admitted children with school life, teachers arrange the new children to take part in play day and adaptation week and pay close attention to their emotions at the beginning of a school term. Observation records of the newcomers are distributed to parents at an opportune time for them to gain insight into their child's learning at school. The school holds primary one experiential activities for K3 children on a borrowed primary school campus to let them learn about the facilities and learning mode of primary school so that they can be prepared psychologically for promoting to primary school.
- 1.4 The school regards parents as partners in the journey of children's growth and maintains close communication with parents through diversified means. It puts effort into fostering parent education by organising parenting seminars and workshops as well as arranging lesson observation for parents to understand the learning of their child. The school formed the parent-teacher association last school year to further strengthen home-school liaison. Parents care about and support the school development. They are eager to participate in school activities and volunteer services to exhibit the spirit of home-school cooperation. Parents and school collaborate to create a pleasant environment for children's healthy growth.

2. Learning and Teaching

- 2.1 The school maps out yearly themes in light of children's life experiences. It selects books meticulously and plans thematic outlines with reference to the story content.

The curriculum content covers different learning areas to help children cultivate positive values, develop skills and construct knowledge. Teachers design a wide range of activities that tie in with children's needs and interest to enrich their learning experiences. The school is committed to nurturing children's interest in reading and works out a reading scheme according to children's needs in language development at each grade level while earnestly selecting reading materials and designing a record booklet, which is favourable for the children's development of reading habits. To facilitate children to learn about Chinese culture, the school designs extended activities that are in conjunction with traditional festivals for them to experience traditional food and art culture. Meanwhile, the national flag raising ceremony is conducted on important days and special occasions to cultivate children's sense of national identity. The daily schedule of the school is properly planned that children are given sufficient time to engage in physical, music, art and free choice activities every day. However, some pieces of homework in the primary one simulation activities are rather difficult. The school must remove the inappropriate content to cater for children's developmental needs.

- 2.2 The school has formulated a policy on the assessment of child learning experiences and devises assessment content which ties in with the curriculum objectives. It also adopts continuous observation to understand children. Teachers present children's learning in thematic assessments, observation records and artwork analysis. They also conclude children's performance at the end of a school term to keep parents informed of their child's development in all learning areas. The school distributes questionnaires to parents periodically in order to understand the behaviour and habits of children at home, serving as reference for reviewing and adapting the activity design.
- 2.3 The school has a well-developed curriculum management mechanism. The management performs its leadership role to keep abreast of the curriculum implementation and give guidance by scrutinising curriculum documents, attending meetings and conducting classroom walkthroughs. The management at first guides teachers to draw up a curriculum schedule based on themes and set weekly learning foci through lesson planning meetings. Teachers then organise activities that meet children's prior knowledge and experiences. Teachers generally are able to reflect on the effectiveness of the thematic activities against children's performance, environment set-up and teaching process, and identify areas for enhancement as well as making suggestions for improvement. Teachers review the teaching

effectiveness regularly in terms of personal reflection, child assessment information and parents' responses. Teachers also conduct a holistic review in the curriculum meeting at the end of the school term to refine the curriculum.

- 2.4 The school devotes its effort to promote the development of learning and teaching tasks. Teachers design a great variety of activities with the content of picture books and foster their abilities and confidence in utilising picture books to prepare activities and setting up interest corners from training. The school has taken facilitating children's language development through picture books as its major concern in the last school year. Teacher representatives participated in supporting programmes in which lesson planning, observation and evaluation were conducted regularly for them to actively practise what they have learnt. They designed questions based on the story content and guided children to understand the story plot while making attempts to follow up on children's needs to carry out extended and parent-child activities. These activities included making greeting cards for family members and designing promotion posters so that children could express their feelings through pictures and words. Moreover, teachers made reference to the story plot and characters to decorate the interest corners meticulously with a view to increasing children's interest in reading and their motivation to express themselves. As observed, K1 children were active in observing the facial expression of the characters in a mood record sheet and learnt to express different feelings verbally. K2 children enjoyed going to puppet theatres in which they created scenarios and dialogues, wore different costumes and manipulated props to interpret the story plots actively. The work plan has achieved results.
- 2.5 The school has taken building a positive and caring school culture as another major concern of last school year. Members of the team create an optimistic, positive and mutually supportive work atmosphere with concerted efforts. Additionally, parent seminars and parent-child activities are held for parents to understand positive child-rearing and parenting skills. Parents and school jointly cultivate optimistic and positive values in children. In the theme of caring for neighbours, teachers share with children stories about showing love to young children and respecting elders. Visits to affiliated creches and elderly centres of the organisation are also arranged for children, so that they can send regards and blessings to the community. As observed, children demonstrated harmony and friendliness. Teachers often praised children immediately and concretely for their good behaviour as well. The campus is brimmed with an atmosphere of solicitude and mutual support. The effectiveness

of the plan has been observed.

- 2.6 The school plans its premises properly. It sets up reading and role-play corners in the lobby for children of all grade levels to take turns playing corner games. Teachers make optimal use of campus space to exhibit children's artworks and encourage children to observe from one another. Besides, teachers thoughtfully decorate different interest corners in classrooms and furnish the corners with a diversity of materials for children to choose from them according to their own preferences. In the free choice activities, children take the initiative to manipulate the teaching aids for building up their fine motor skills and hand-eye coordination. They also use various types of paint to draw and are engaged in art creation for making vivid artworks. Every day, teachers lead children to revisit their experience gained from the free choice activities, guiding children to introduce their works and share play experiences for facilitating them to consolidate what they have learnt.
- 2.7 Teachers are conscientious in teaching. They inspire children with the use of books, real objects, pictures and so forth and sustain children's learning interest. Teachers also pose questions to stimulate children to think and foster their interaction with children. Children are happy to answer teachers' questions and express their thoughts and feelings. During music activities, teachers select light-hearted songs with interesting content and then lead children to perform rhythmic movements, sing and play. Children have great fun in the activities. However, some of the children stay at the cottage and talk to each other or conduct rather quiet activities such as constructing building blocks during the physical activities, resulting in somewhat inadequate amount of exercise. The school is required to review the arrangements of physical activities to ensure the activity design and facilities can promote children's physical development. Children comply with the rules and maintain care for school facilities that they tidy up things of their own accord after activities. Children of all grade levels are able to drink water on their own, put on extra clothing and make themselves clean and neat based on their personal needs, showing good self-care abilities.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The management is conscientious to lead the team to implement the rationale of SSE and drive the steady development in the work of learning and teaching. Building upon this foundation, the school may also conduct peer lesson observations to further

increase the opportunities for teachers to learn and communicate with one another, thereby enhancing the professional competence of the team in an ongoing manner.

- 3.2 Teachers put much effort into arranging diversified learning experiences for children. However, they must improve the design of the physical activities in a bid to strengthen children's physical development. It is also necessary for teachers to remove the difficult homework in the simulation activities of primary one to meet children's developmental needs.