

School No.: 563358

Quality Review Report (Translated Version)

Hong Kong Sheng Kung Hui St Nicholas' Nursery School

**6/F, Tai Wo Hau Estate Community Centre, Tsuen Wan,
New Territories**

4, 8 & 10 May 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: 4, 8 & 10 May 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 Under the steering and support of the leadership team, the school maintains close liaison with the affiliated schools of the same organisation. They discuss the issues of school administration, curriculum development and teacher training, while exchanging the information and practice of major concerns, thereby pooling professional efforts to promote school development. The school has encountered personnel changes in recent years. The management regards building team spirit as the major concern upon taking up the post. Training and social events are organised to enhance connections among teachers and cultivate staff's sense of belonging towards the school. Through regular face-to-face meetings, the management keeps abreast of teachers' development needs and sets their personal goals with them. The management gives advice and support at an opportune time while arranging training and professional exchange to strengthen teachers' professional competence. The school has followed up on the recommendations of the previous Quality Review to organise focused peer lesson observations to enhance teachers' teaching skills by sharing experiences, fostering a communicative and learning culture. In a cordial atmosphere, team members work together to promote the school's continuous development.
- 1.2 The school has a self-evaluation mechanism in place, in which the management leads all teachers to review the work effectiveness in light of the task objectives and with reference to stakeholders' views. They also formulate annual development plans according to the school-based needs. Another major concern of the school this school year is promoting learning through play. The school deploys appropriate strategies from different aspects including teacher professional development, curriculum planning and parent education. The school team reviews the implementation of the major concern and adjusts the work plans in the middle of the school term, making the plans better meet children's developmental needs.
- 1.3 The school caters for the diverse needs of children. It has established a clear

identification and referral mechanism. It also makes good use of external resources for children to receive appropriate professional support the soonest. The school arranges adaptation activities for the newly admitted children in a systematic manner, providing support and information to parents before school starts. Parents are allowed to accompany their children to school during the adaptation week so that children can gradually adapt to the new learning environment. Teachers continuously observe the newly admitted children in order to understand their emotions and performance, adjusting the lesson time according to their individual needs. Teachers and parents maintain communication and jointly facilitate children's adaptation to school life. The school puts emphasis on home-school liaison and encourages parents to participate in home-school cooperation activities from different aspects. For instance, the school recruits parent volunteers to assist in visits and serve as storytellers while letting parents understand the school's development through parent lesson observation, thereby the school and parents support children's growth together. Parents grasp child rearing skills and enhance their competence in parenting by participating in regular talks and workshops. The school gains trust and support from parents. They work together to nurture children's healthy growth.

2. Learning and Teaching

- 2.1 The school makes reference to the teaching packages and devises themes based on children's life experiences. It also adopts story books as the learning materials. The curriculum content covers different learning areas. The school arranges daily schedule properly that children are given sufficient opportunities to take part in physical, music, art and free choice activities every day, which is conducive to their balanced development. The school organises storytelling, role-play and other activities that are conducted in English with an aim of increasing children's interest and confidence in using English. However, such activities do not connect with the learning themes, undermining the learning effectiveness. It is necessary for the school to conduct curriculum planning comprehensively and strengthen the connection between English activities and the themes, thus reinforcing the integration of the curriculum.
- 2.2 The school makes good use of the community resources and organises various activities that tie in with the themes so as to enrich children's life experiences.

Through observation and firsthand experience, children construct knowledge, acquire skills and cultivate positive values. For example, the school invites Doctor Pet to school which cultivates an attitude of caring for animals in children. Fire station tours are also arranged for children to learn about the duties of firefighters, embracing a grateful heart. Teachers arrange fun fairs, exhibitions of children's works, and so forth that tie in with the learning objectives to conclude a theme. Parents are also invited to join these activities to understand children's learning. However, some K3 homework in the second school term is too difficult, the school must review and remove them.

- 2.3 The school formulates the assessment with reference to the assessment documents provided by the organisation and the curriculum objectives, while the management leads teachers to discuss the assessment criteria together. Teachers conduct assessment through continuous observation and invite parents to record children's performance at home with a view to facilitating teachers to understand children's development holistically. At the end of a school year, teachers summarise children's learning performance in each learning area and maintain thematic assessments, observation records and children's works in the child learning portfolios, as evidence of children's growth.
- 2.4 The school revised the design of the teaching plans last school year, which helped teachers to review the activity arrangements by weekly and adapt the learning activities based on children's performance. The management conducts collaborative lesson planning and guides teachers to discuss issues such as learning foci, activity design and the transition of different grade levels, hence further improving the curriculum structure. Teachers reflect on their teaching regularly, review the effectiveness of thematic learning activities in light of children's performance, as well as making suggestions for improvement in terms of the teaching content and activity design. Yet, teachers seldom reflect on the setup of the interest corners, as well as the music and physical activities. The management is required to guide teachers to review their teaching including activities of different learning areas and environment setup in a more comprehensive manner, strengthening the overall effectiveness of learning and teaching.
- 2.5 The school regards promoting learning through play as its major concern this school year. It utilises external resources to provide teacher training, as well as reinforcing the exploratory elements in free choice activities and mixed-age play day through collaborative lesson planning. Teachers provide varied materials that match with

the themes for children to manipulate and explore based on their own preferences, in order to increase the opportunities for children to learn through play. Children enjoy cooperating with peers. As observed, they played with paper tubes, fabric and clothes pegs in the constructive corner. Some of them pulled out the blue fabric from the paper tubes to simulate putting out fires with a fire hose reel while others hanging up the paper tubes with clothes pegs and placed them above the red fabric to imitate having a barbecue. In tandem, they made flowers and handbags out of playdough, small flower pots and chenille stems. Children explore the characteristics of different materials and unleash their imagination to design games and create. The work plans have been delivering results gradually.

- 2.6 The school optimises the campus for gardening to let children take care of plants. Children are guided to observe the growth and needs of plants, and then explore the reasons for some plants not flowering or growing, and come up with ways to protect the plants together, hence nurturing their problem-solving skills. Teachers decorate role play corner meticulously and provide children with suitable props. Children are engaged in the games and demonstrate their acquired knowledge and skills. Such practice is favourable to children's language expression, imagination and social development. Teachers always observe children's performance in games and learning while providing timely intervention and guidance. Children are also led to review their learning after activities. Teachers may make prudent use of questions to guide children to share their feelings and conclude children's findings in games to a further extent, thereby collating and broadening their learning experience.
- 2.7 Teachers are kind and friendly. They always wear a smile and have a rapport with children. Teachers praise children to affirm their good behaviour, while tackling children's inappropriate behaviour with positive guidance. Thus, the activities are conducted in an orderly manner. Teachers prepare for lessons conscientiously. They present articulately and concretely and let children comprehend the learning content step-by-step. For instance, in the music activities, teachers familiarise children with the rhythms of songs through singing, body movements and playing instruments. They also design interesting games coinciding with the story contexts to help children understand the abstract music elements progressively. Teachers demonstrate and guide children for having gross motor movements. They observe and adapt the arrangement of physical activities according to children's performance, promoting children's physical development effectively.
- 2.8 Children are willing to take part in various activities proactively and enthusiastically,

during which they are attentive and take the initiative to explore and observe. They are eager to respond to teachers' questions, express views and share life experiences, possessing good learning attitude. Children observe rules and show courtesy. They get along with peers while caring for and helping one another. In the free choice activities, children invite peers to play different corner activities of their own accord. They wait for their turn. Upon completing activities, they tidy up classroom supplies on their own to keep the campus clean, showing self-care abilities.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The school has established a self-evaluation mechanism. However, the management is required to strengthen the team's self-evaluation skills and take children's performance as evidence to review the effectiveness of the plans from different aspects, thus informing the work planning for the next school year. All these are conducive to implementing the inter-connected self-evaluation process, viz planning, implementation and evaluation and promoting the school's continuous development. In regard of building team spirit, the school attempts to deploy various strategies to foster the cohesion of teachers. The school is advised to review the effectiveness of the strategies aptly and adjust them in light of teachers' needs and views.
- 3.2 The management is required to strengthen its role of curriculum leadership and lead teachers to adapt the curriculum by reviewing the learning effectiveness of different activities in order to further reinforce the integration of the curriculum. The school must also remove the inappropriate homework for K3 in the second school term, catering for children's development.