

Date of quality assessment: January 26-27 & February 2, 2016

- The School passed the assessment
- The School did not pass the assessment

School Performance

1 Sustainable development of the School

- 1.1 For years, the School has devoted itself to educating children of various ethnicities which comprise 90% of the enrollment. Teachers speaking both Cantonese and English are hired to teach and take care of these children, as well as to liaise with parents. Clear working guidelines and curriculum documents in both Chinese and English are compiled to improve teamwork efficiency. Meetings are held to clarify projects and the direction of school development. Professional exchanges are conducted to promote teachers' skills in teaching NCS children. The management provides appropriate supervision and support to strengthen staff collaboration and cultural harmony, hence setting a good foundation for sustainable development of the school.
- 1.2 Self-assessment mechanism and functional groups are established so that teachers can pick up various duties to collaboratively promote school development. The management leads teachers to collect opinions from stakeholders and analysis self-assessment results, as well as taking consideration of children's learning needs, to prepare the annual working plan. Enhancing Chinese learning for NCS students becomes the main issue in recent years since it is firmly believed that proficient language communication skill is essential for their further study and social assimilation. Outside support is introduced to promote teachers' professional knowledge and teaching skill, and school-based curriculum is gradually fine-tuned. This year, the main themes are the promotion of Chinese oral expression and learning interests, and creating a favorable language learning environment. Effect is gradually seen. The efficiency of study and teaching is improved through management-led self-assessments and appropriate strategic planning.
- 1.3 A sense of belonging is cultivated among parents through encouragement of participation in parent-child activities. Parents learn about child education and school curriculum through joining various learning activities, lesson observations and talks. Moral education and parent education on child discipline are main themes in this academic year. Talks and workshops are held to gain parental support which is shown in active volunteer participation. Cooperation among parents and the management guarantees the implementation of the school development plan in instilling correct values in children.

2 Study and teaching

- 2.1 School-based curriculum is designed according to children's learning abilities. Coping with the thematic approach teaching covering various learning aspects, outside visits are arranged to enhance their living experience and learning interests, as well as their knowledge on local life and culture. Learning initiatives are promoted through the "Design Project" led by teachers every school term. To enhance the children's skills in listening and comprehending teaching instructions in Chinese, part of the everyday learning activities are conducted in Cantonese which is also used extensively in daily communication among teachers and children. School curriculum is diversified, contents and progress are appropriate. However, there is one day in a week when the time allocated for music , physical and other optional activities seems inadequate. Improvement is needed for the balance in child development.
- 2.2 In recent year, the School has been emphasizing Chinese learning of NCS children. In this academic year, teachers gradually grasp the concept of diversified teaching method in enhancing the children's interest in learning Chinese. Story time is allocated when children read aloud to acquire the skill of intonation and role playing. Teachers can pronounce accurately and guide children to read in appropriate speed. Children are attentive and raise questions actively in Cantonese. Language corner games are designed using what teachers learned in recent trainings. Workable teaching tools and language learning materials are provided to increase the usage of Chinese. Children play language games such as preparing little dictionaries or pairing games. Based on all these, it is recommended that Chinese elements can be added to existing different corners so as to enhance the children's exposure and interest to Chinese. Thus, their learning can be further consolidated.
- 2.3 Moral cultivation is emphasized through story sharing during morning assemblies when children are taught the correct ways of getting along with others. While moral education was conducted last year to advocate good behavior through parent-child activities and reward programs, "manner and rules", "responsibilities", "tidiness" are foci of this year. By means of daily sharing and moral education stories, children are guided towards good habits and attitudes. Through children's reflections and parents' feedbacks, teachers examine and follow up children's daily behavior. Guidelines on good behavior and records of reward program are posted in classrooms to create a positive atmosphere. It is noted that children have good skill in self-caring and able to put thing back after use. K2 and K3 children have a sense of responsibility and cooperation to keep the classroom clean, as well as complying with rules and norms. All these show that the plan works well.

- 2.4 The curriculum group, formed by senior teachers reporting to the management, conducts regular collection of opinions and examination of the curriculum, as well as a revision of the curriculum at the end of the academic year, on which the teaching plans for the new term are based upon. All plans are prepared in Chinese and English to ensure that everyone can grasp the objectives of the thematic learning and arrangement of activities. The management gets the picture of how the curriculum is implemented through class patrolling and observation, and leads the curriculum meeting of all classes in order to prepare the next teaching theme for collaborated lesson preparation. The management monitors the progress of curriculum by means of reviewing teaching plans, teaching reflections and children's assessment records. Peer class observations and teaching demonstrations are arranged to enhance teaching skills. The overall management of the curriculum is good, and the professional leadership well exercised. Curriculum is constantly improved through coordination of teachers and full consideration of their opinions.
- 2.5 Artwork and learning results displayed at both sides of the school entrance gain the appreciation of parents and children, and a sense of belonging is thus cultivated. Different corners are set up according to teaching themes. Games are workable and arouse children's interest. Sufficient teaching materials are provided in an orderly manner so children can get and return them by themselves. They can also choose their own activities during group time, such as doing artwork alone, or playing puzzles and role playing with classmates. They enjoy the games and like to share with teachers and friends. The learning atmosphere is good.
- 2.6 Teachers have good communication skills and are able to adjust their languages in class according to individual abilities of NCS children. Teaching instructions are precise and clear. Teaching activities are designed and learning supports are provided meeting the learning needs of children. During thematic learning, stories and games are effectively applied to stimulate the children's interest to participate. Learning concepts are constructed through observation and comparison, and they are free to express themselves, which shows good teacher-student interactions. However, children might find difficulties to catch the lyrics and follow the rhythm, and some don't understand the teacher's instructions to play games. Music activities and teaching methods need to be adjusted according to children's learning needs so that they can fully enjoy the fun of music.
- 2.7 Children are friendly, happy and show interest in activities. They play an active role in learning activities and take the initiative to answer questions. They express themselves with confidence in fluent English. Children are eager to learn Chinese and their ability

to express in Chinese is also good. They can answer questions in simple and correct terms, as well as reading aloud imitating their teachers. Children behave well in groups, comply with group rules, and play together happily under good interactive atmosphere.

2.8 Children are assessed by continuous observation. Assessment target is set according to individual learning fields and observation records are sent to parents regularly so that they are kept aware of their children's learning situation at school. Children's performance in activities and development level are analyzed at fixed intervals. Teachers will choose, together with the children, works they like and keep them in their learning files which serve as evidence of their growing up process. At the end of the term, teachers will report to parents their children's overall development and learning progress based on the observation record. Through monthly communication using the school handbook, parents are informed of their children's performance at school. Feedbacks are invited with regard to children's habits, emotional status and manner at home which help the school to understand their growing process from different perspectives. This mechanism works well and collects assessment information through different channels showing the children's performance in knowledge, skills and attitudes. Assessment information is also used in revision and adjustment of the curriculum.

3 Recommendations for self-perfection

The management exercises effective leadership of the teaching team in the collaborative promotion of school development. However, precise objectives and benchmarking standards should be set based upon which working strategies can be reviewed accordingly, and the effectiveness of the development plan could be shown.

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