

School No.: 159220

Quality Review Report (Translated Version)

Annunciation Catholic Kindergarten

11 On Yin Street, Chai Wan Kok, Tsuen Wan, New Territories

15, 17 & 21 June 2021

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region (2021)

This report can be reproduced in part or in whole, but should not be used for any commercial publicity. The original source should be cited when reproducing the report.

This English translation is for reference only. In case of discrepancy between the English version and the Chinese version, the Chinese version shall prevail..

Dates of Quality Review: 15, 17 & 21 June 2021

- 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 provides concrete advice in a timely manner to support the school development according to the development directions and needs of the school. The school taps resources from the sponsoring body and external organisations to arrange teacher training activities. It follows up the recommendations of the previous Quality Review and ties in with the school development plan to organise focused peer lesson observation with a view to facilitating exchanges and sharing among teachers, thereby enhancing the professional competence of the team. The management maintains communication with the team and arranges teachers to join different working groups to assist in formulating and implementing the work of the school in different areas. This enables teachers to understand the operation and the development of the school in a more comprehensive manner and facilitates their professional growth. The team grasps the current situation of the school and has a sense of belonging to the school. The team members hold the same belief and collaborate with each other to strive to promote the school development.
- 1.2 The school has established a school self-evaluation (SSE) mechanism. All teaching staff implement the inter-connected self-evaluation process, viz. planning, implementation and evaluation in their daily work to review the school policy and the implementation of activities. The school formulates the annual development directions in light of the school-based development foundation and needs. In the past two years, the school has regarded enhancing children's interest and ability in active learning as its major concern. The school encourages the teaching team to apply what they have learnt in training to improve the approach of lesson planning, environment setup and teaching design. Thus, children can be more proactive and engaged in play, and the effectiveness of learning would be enhanced. The school has tried out strategies in some classes and reviewed the work progress in a timely manner. After summarising the effectiveness of the major concerns, the school fully implements the strategies in this school year. The deployment is appropriate. Besides, in this school year, the school launches a programme which lasts for several

years to enhance children's language ability, and considers that as its major concern. The school is able to revise its work plans with reference to the school context. For example, it has adjusted the implementation progress of story activities in light of the suspension of face-to-face classes. It has also continued to hold parent education and teacher training activities as far as practicable so the programme could commence as scheduled.

- 1.3 The school caters for the diverse learning needs of children. It puts in place a clear identification and referral mechanism, makes good use of external resources and arranges manpower properly with a view to providing appropriate assistance to children with needs the soonest. Teachers maintain a close liaison with parents proactively regardless of whether children have face-to-face classes or learn at home. They provide parents with timely and concrete suggestions to support them to take care of and guide their children. The school puts great emphasis on home-school cooperation. It takes the initiative to open the campus and invites parents to be volunteers. The school is able to capitalise on parent resources to assist in implementing activities, hence building a partnership with parents. The school sets up the parent teacher association in this school year to further strengthen the home-school liaison. Parent committee members are dedicated to serve and act as a bridge of communication between the school and parents. They participate in planning home-school cooperation activities so that the activities can better meet the needs of parents. Parents share and support the school mission, which is a driving force to promote the sustainable development of the school.

2. Learning and Teaching

- 2.1 The school designs the curriculum using an integrated approach. It arranges different learning activities according to the themes and infuses the religious education elements into daily teaching. The curriculum content fully covers the development of children in the domains of ethics, intellect, physique, social skills and aesthetics. K2 and K3 children are arranged to engage in project activities twice a school year. Teachers select topics for children to explore in order to extend their interests towards surrounding things. The school arranges adequate music, physical, art and free choice activities every day which foster children's balanced development.
- 2.2 The school draws up proper policy on the assessment of child learning experiences and develop learning portfolios for children. Teachers assess children through

continuous observation. They keep the observation record, children's work and the summative assessment information of each school term in the portfolios to reflect the learning progress of children in every aspect comprehensively. Teachers inform parents of the development situation of children regularly. The school also invites parents to share the performance of children at home so as to collect information from multiple perspectives as evidence of children's growth. When children are promoted to higher grades, teachers will pass the information to the successors for their reference and follow-ups. The school also compiles and reviews the child assessment information which serves as reference for curriculum review.

- 2.3 The school has established a curriculum coordination, monitoring and review mechanism. By means of attending meetings, scrutinising documents and conducting lesson observation, the principal and senior teacher monitor the design and implementation of activities and give suggestions to teachers. The management reviews the curriculum in collaboration with teachers every year. It revises the curriculum content based on the review results and provides guidance to support teachers to design teaching activities. Teachers are able to review the teaching situation and give concrete follow-up suggestions which are conducive to improving activity design and environment setup. Building on this foundation, the management may lead the teaching team to devise observation focuses having regard to the pace of school-based curriculum development in order to understand the effectiveness of children's learning through exploration. It may also encourage teachers to adjust the teaching methods in light of children's performance to further enhance teaching effectiveness.
- 2.4 The school considers enhancing children's interest and ability in active learning as the major concern. Last school year, the school joined an external support programme. Teachers increased the opportunities for children to learn through play in their teaching design. The arrangement was first introduced in some classes as trial run and then fully implemented in every grade level in this school year. Teachers observe children at play and talk with them to understand their prior knowledge and life experiences, then design play and extension activities according to the interests and learning needs of children. Teachers make good use of the school space to set up the learning environment such as setting up construction corner, role-play corner and nature corner in the classrooms, common areas, etc. During the play process, children can gain learning experiences in different areas under a real-life context. For example, children can apply simple concepts of early

childhood mathematics and learn social skills when they are pretending to shop. Teachers design games such as chess and collaborative artwork. They play with children to promote teacher-child and child-child interaction. Children take part in play of their own will. They understand the rules and playing methods of games, showing concentration and enthusiasm during play. Children create with different materials during art activities, such as expressing their imaginary world by drawing and creating their favourite food using dough. During review sessions, teachers encourage children to briefly share their play experiences or introduce their work. This enables children to summarise their learning experiences and learn to listen and respond to others progressively. The effectiveness of the major concern is seen gradually. The school may follow this direction to continue to provide interesting play experiences for children. It may also further utilise the existing book resources to extend the curiosity and learning interest of children, so as to create an active learning atmosphere.

- 2.5 This school year, the school launches a programme that lasts for several years to enhance children's language ability. Teachers receive training related to reading and drama and apply relevant techniques to design and implement activities based on the story. The school invites parents to take part in reading workshops to learn to interact with children during reading, and tell stories at school. Regarding the first year of the programme, the strategies include enhancing teachers' drama teaching skills, facilitating children's reading interests and verbal expression abilities, and so forth, which involve too many focuses. The school is advised to focus on the SSE findings to devise the objectives of the annual development plan in a more focused manner, with the aim of achieving the ultimate goal of enhancing children's language ability progressively.
- 2.6 Teachers speak systematically and give clear instructions. They are able to conduct activities according to the teaching objectives. The activity arrangements are smooth. Teachers make use of real objects, pictures and self-made teaching materials to guide children to observe and test in order to explore the features of things. To enhance teaching effectiveness, teachers can adjust the teaching arrangements flexibly by paying more attention to the performance and response of children during exploratory activities. During music activities, teachers lead children to imagine different scenarios to sing and perform rhythmic movements together. Children enjoy singing and they make movements along with the music, demonstrating a good rhythmic sense. Teachers set up skills training and physical play for children to

explore freely in the playground. Children have good coordination skills, they can climb, jump and ride on a tricycle with both feet pedalling alternatively, being energetic at activities. Children create their own ways to play with materials provided and play with teachers and peers. The amount of exercise is sufficient. For children who are at risk of developmental delays and those with different backgrounds and needs, teachers accompany them patiently and encourage them to participate in various activities, thus creating an inclusive learning atmosphere.

2.7 Children are polite and obedient. They are willing to follow teachers' instructions and get along well with others. During morning and afternoon assembly, children pray in a serious manner and engage in hymn singing. They are eager to respond to teachers' questions. They try to express their views in simple English and Putonghua during play. Besides, children are able to manage their personal items. They tidy up play materials and keep the classroom clean, displaying good self-care abilities and personal hygiene.

3. Learning and Teaching

The school regards enhancing children's language ability as its major concern in this school year, which is in line with the developmental needs of children. However, the focuses of the strategies are excessive. The school is suggested to focus on the SSE results and adjust the annual development objectives in order to achieve the expected results of the work plan progressively. The management may tie in with the development progress of the school-based curriculum to lead teachers to review the teaching situation, then draw up the focus of observation to understand children's learning process and effectiveness during exploratory activities. It may encourage teachers to adjust the teaching arrangements flexibly according to children's performance, so as to help children learn effectively.