

School No.: 566039

Quality Review Report (Translated Version)

**Caritas Lions Club of Hong Kong (Pacific)
Nursery School**

**G/F, Carport Block, Harmony Garden,
9 Siu Sai Wan Road, Chai Wan, Hong Kong**

5, 6 & 8 July 2022

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region (2022)

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Dates of Quality Review: 5, 6 & 8 July 2022

- 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 school is committed to serving the community with love, understanding the needs of children and providing children with appropriate education and care services. According to the abilities and expertise of the teachers, the management empowers them in a proper manner to participate in the coordination of the curriculum and parent functional groups. With clear authorities and responsibilities in the functional groups, the members discharge their duties properly, and the school runs its daily operation efficiently. The school has set up a proper induction mechanism to help teachers with less experience to familiarise themselves with their work as early as possible. The school also attaches importance to the professional development of teachers. Apart from arranging various training activities for the teachers, the school also encourages them to share teaching experience and have professional discussions on learning and teaching, thereby building up an atmosphere of mutual support and learning among peers. Teachers are willing to take up responsibilities and work collaboratively to facilitate the school's development.
- 1.2 The school has followed up on the recommendations of the previous Quality Review by setting specific learning objectives for music activities to enhance the learning effectiveness of children. The school's self-evaluation (SSE) mechanism is working smoothly. The team constantly reviews information such as the flow of activities and children's performance to evaluate the effectiveness of their teaching and daily work, thereby analysing the school's situation to formulate the annual development plans. The school has regarded promoting a positive culture and fostering children's affective and social development as its major concerns in recent years. It has developed appropriate objectives and strategies by taking into account the needs of different stakeholders. The school also makes use of external support services to enhance teachers' and parents' understanding of children's social and emotional development. By implementing the work plan in a step-by-step manner and reviewing the progress from time to time, expected outcomes of the major

concerns have been achieved.

- 1.3 The school accepts children from different backgrounds. Teachers identify children's needs through daily observation. Teachers arrange referral services and follow-up work for children as early as possible, while also collaborate with professional groups to provide appropriate support for children with special needs. The school attaches importance to home-school communication and maintains close contact with parents through various channels like phone calls and face-to-face meetings. It often collects parents' views on the school's daily operation and teaching for follow-up. It organises parent education programmes according to the needs of parents to help them understand the direction of the school's development and to enhance their competence in parenting. Parents trust the school and are willing to participate in school activities and give advice on ways to improve the school. A strong partnership has been established between home and school.

2. Learning and Teaching

- 2.1 The school designs the school-based curriculum which drew on the curriculum outlines of the sponsoring body. It uses real-life themes to integrate the learning content of various learning areas, taking into account children's development in moral, intellectual, physical, social and aesthetic aspects, helping children cultivate positive attitudes, acquire skills and knowledge. It has a distinctive curriculum that emphasises on the development of children's language ability, moral character and creativity. Teachers always encourage children to express their thoughts and ideas, nurturing them to become communicative and confident. Teachers also design a variety of activities for children to learn to love themselves and others in their daily lives and to be creative in play. The school provides sufficient time for children to participate in music, physical, art and free choice activities every day to foster their balanced development. However, the school has to improve the daily schedule of K3 during kindergarten-primary interface activities, eliminate dictations and remove the excessively difficult learning content to meet the learning and developmental needs of children.
- 2.2 Teachers use continuous observation to assess children's learning performance and develop learning portfolios for children which contain observation records, children's works and assessment reports at different stages to reflect children's development in a holistic manner. The school shares the assessment results with

parents every school term to keep them informed of their children's learning progress. Teachers also advise parents on ways to facilitate the learning of their children when necessary so that home and school can work together to support children's development. The school uses assessment data to follow up on children's learning and to inform curriculum planning.

- 2.3 The school has a proper mechanism for planning, monitoring and evaluating the curriculum. The management and teachers work together to plan and review teaching activities. They follow up on the needs of children and adjust the learning content or teaching strategies in a timely manner to enhance the effectiveness of learning and teaching. Teachers are well prepared for teaching. Their orderly planning of activities, preparation of teaching aids and setting up of the learning environment are conducive to the implementation of the curriculum. The management understands the implementation of the curriculum through routine classroom walkthroughs. They provide specific recommendations to teachers and monitor the curriculum effectively. The school also arranges opportunities for peer exchanges and lesson observation to encourage teachers to share their teaching experiences, such that the quality of teaching could be continuously improved.
- 2.4 The school is committed to creating a harmonious school atmosphere and has regarded promoting a positive culture and fostering the emotional and social development of children as its major concerns in recent years. Last school year, the school participated in an external support programme which trained teachers to review and strengthen the positive education elements in the school-based curriculum. In this school year, the school extends its work by setting up an emotion corner in the K2 classroom to encourage children to share their moods with others. It also organises emotional learning activities for children weekly. The school understands that children's family situation and their parents' parenting practices are closely related to children's emotions and behaviour. It helps parents master positive parenting skills through parent education activities and individual support. The school also continues to implement parent-child moral activities to help parents and children learn to be grateful and build positive values in their lives. From observation, teachers are willing to listen to children as well as respecting and accepting their ideas. Teachers accompany and comfort children with patience when dealing with children's different emotions and behaviours. Children have a sense of belonging to the school. They are emotionally stable and able to express their feelings in an appropriate way. The school has succeeded in creating a caring

school culture. Parents support and are willing to cooperate with the school's moral education work, laying a solid foundation for the healthy and happy growth of children.

- 2.5 The school emphasises on the development of an active learning attitude in children. It provides sufficient time and a variety of interest corners for children to engage in free choice activities. The design of corners suits children's abilities and is manipulative and interesting. The exploration corners feature activities such as sand play and volume comparison, allowing children to discover the properties of different things through free exploration and hands-on experimentation. Teachers display children's work in the creation corners so that children can learn to appreciate each other. Children also enjoy using a variety of materials to create and express their unique ideas. The role-play corners provide life scenes, such as supermarkets and beaches, where children can play different roles and have fun together. There is a variety of quality books in the book corners which attract children to read in a serious manner. The K3 language corners provide writing materials for children to write on their own initiative. Children take the initiative to write letters to their friends and try to use simple words to express their feelings. They have the motivation to learn actively. Teachers pay attention to children's learning effectiveness. They continuously observe children and intervene at an opportune time, while also participate in children's play from time to time to inspire them to deepen their learning. Teachers consolidate children's learning by reviewing the experience with them after play.
- 2.6 Teachers design appropriate learning activities based on children's life experiences to help them achieve their learning objectives. They explain and demonstrate clearly. They are sensitive to the needs of children and adjust their teaching according to children's reactions in the activities. They are able to cater for the diversity of children and provide individual guidance according to their needs. The school's music activities are well structured, with teachers leading children in singing, rhythmic movements and instrument manipulation. Teachers use simple and lively ways to guide children to associate and feel the melodies and rhythms. Children respond to the stop, start, quickness and slowness of music with movements and enjoy the fun and effective activities. There is plentiful time for physical activities, with teachers arranging skills training for children and providing physical equipment for children to design their own games. Children are energetic and can fully exercise their bodies during the games to develop their gross motor

coordination. They can also express their emotions through physical activities, which helps to facilitate their physical and psychological development.

- 2.7 Children are polite and friendly. They love to go to school, are curious, willing to explore and actively participate in various activities. They are eager to express their views and can listen attentively to what others have to say. When playing with peers, they are willing to share, wait for their turn and get along well with one another. They have good self-care abilities. They take the initiative to tidy up learning materials and put things away neatly.

3. Recommendations for Enhancing Self-improvement of School

The school is committed to providing proper education and care services for children. The school finds room for improvement through ongoing evaluation so as to continuously improve the quality of its service. The school has to improve the daily schedule of K3 during kindergarten-primary interface activities, eliminate dictations and remove the excessively difficult learning content to meet the learning and developmental needs of children.