

School No.: 565989

Quality Review Report (Translated Version)

Caritas Nursery School – Ta Kwu Ling

**G/F., Caritas Ta Kwu Ling Centre, Ping Che Road, Ta Kwu Ling, Fanling,
New Territories**

20, 21 & 23 March 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: 20, 21 & 23 March 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 The leadership team understands and monitors the implementation of the curriculum and administrative affairs of the school through regular meetings and school visits. The management arranges orientation talks for newly recruited teachers to understand the mission of the organisation and features of the curriculum and master the work requirements as soon as possible. The organisational structure of the school is clear. The school forms task groups according to its needs and assigns duties based on teaching staff's experiences and expertise, encouraging teachers to exploit their strengths. The management values the professional development of the teaching team and guides teachers to set personal development goals in appraisal meetings. In tandem, the school ties in with the major concerns of every year to strategically arrange teacher training, including organising focused peer lesson observations and curriculum sharing meetings, to enhance the team's professional competence effectively and promote the continuous development of the school.
- 1.2 The school implements the school self-evaluation conscientiously. The management leads teachers to review information like stakeholder surveys and child assessments to analyse the effectiveness of the school work in various areas. It employs the information of child learning experience assessments and the results of stakeholder surveys as reference for considering the development direction of the new school year and setting major concerns that meet the school's needs. In this school year, the school regards cultivating children's good moral characters and enhancing the skills of teachers in designing art activities to foster children's creativity, expression and self-confidence as the major concerns. The school deploys strategies from multiple aspects such as teacher training, curriculum planning and parent education, which are appropriate. The work plan is being carried out smoothly.
- 1.3 An explicit identification and referral mechanism is in place in the school to enable children in need to receive proper professional support the soonest. Teachers and

professionals discuss children's performance regularly and provide information to parents to support them in nurturing children's growth. The school takes good care of the newly admitted children. It holds parent-child activities and parent meetings of the newcomers, adjusts the school time flexibly during adaptation period and distributes children's observation records to parents so that parents know about and understand the situation of their children's adaptation to the new environment and relationships with peers. Such information also serves as evidence of children gradual integration into campus life. The school has earnestly followed up on the recommendations of the previous Quality Review to enlist parents' capabilities to help school carry out activities by organising parent volunteer activities and inviting parents to school to share their expertise. Home-school communication is strengthened through the parent-teacher association. The school uses different channels to communicate with parents. It also conducts lesson observations, meetings and distributes school magazines to keep parents informed of their children's learning progress. Parents trust and support the school. They join hands with the school to nurture children to grow healthily.

2. Learning and Teaching

- 2.1 The school makes reference to the *Kindergarten Education Curriculum Guide* and the curriculum materials of the organisation to devise an integrated curriculum, adopting the topics that children are interested in as learning themes. The learning content is comprehensive, taking into account the cultivation of attitudes and skills as well as the acquisition of knowledge for children. The school makes good use of the campus environment to promote environmental education. It guides children to observe the natural features in the school surroundings to cultivate their curiosity and attitude towards treasuring resources. The daily schedule of the school is properly planned with sufficient opportunities for children to participate in music, physical, art and free choice activities every day. However, in the primary one simulation activities of K3 in the second school term, some of the learning content and homework of Chinese are rather difficult. The school must review and revise such content to meet the abilities and developmental needs of children at kindergarten stage.
- 2.2 The school has developed a robust child assessment mechanism. The management leads teachers to set assessment content that aligns with the curriculum objectives

while formulating together clear assessment objectives and specific assessment criteria, ensuring the objectivity and consistency of the assessments. Before a school term ends, teachers comment on children's overall performance and summarise their development in stages. Moreover, they report to parents the assessment results and provide appropriate suggestions and follow-up actions based on children's needs. The school pays attention to children's performance at home. It invites parents to fill in record forms about children's mental and physical development and so forth to enable teachers to know more about children's development and growth. In order to guide children to build a sense of belonging to the school and an environmentally friendly living attitude, the school arranges for them to record their preferences and living habits with a self-evaluation approach. At the beginning of every new school year, class teachers review the assessment information of the previous school year about children in their classes and follow up accordingly. The management also leads the team to analyse the child assessment information to adjust teaching and curriculum planning.

- 2.3 The school has established a mechanism for curriculum coordination, monitoring and review. The management leads teachers to refer to the curriculum documents of the previous school year and take note of children's learning performance to set forth the direction of curriculum development and learning progress. In this way, teachers can organise the curriculum content to accommodate the learning needs of children of each grade level. The management monitors the curriculum implementation through conducting classroom walkthroughs, observing lessons and scrutinising teaching documents. It exchanges with teachers teaching suggestions in daily meetings. Teachers conduct reviews upon completion of a learning theme. They mostly describe children's learning performance in the reflections while some teachers give concrete suggestions to improve the activity effectiveness. The management is advised to enhance the reflective practice of the teaching team to a further extent and steer teachers to analyse children's learning process in detail to assess their learning effectiveness, thereby evaluating the efficacy of learning and teaching more accurately so as to inform curriculum planning.
- 2.4 Nurturing children's good moral characters is the major concern of the school in this school year. Apart from helping children understand positive values through religious and moral stories, teachers also carry out various effective strategies. The school utilises the teaching packages of moral activities designed by the organisation and arranges for teachers to share with one another their experience of using the

packages. It sets leading moral education activities as the theme of peer lesson observations to facilitate teachers to exchange their experiences of organising activities and their skills in leading the activities. In addition, teachers jointly draw up the moral activities corresponding to the monthly thematic learning content of the whole year. For instance, in alignment with the theme of spring, teachers organise diversified activities such as gardening tasks, parent-child plant hunts and physical games. Parents take part in the parent-child reading scheme on moral stories such that they can work together with the school to cultivate positive values in children. As observed, children took turns to look after the herbs in the garden every day. They also fed and took care of the snails in the classroom at regular times, showing their sense of responsibility and attitude of caring for plants and animals. Teachers display record sheets of good behaviour in the classrooms to appreciate and acknowledge children's good performance. Children are friendly and get along well with peers. They take the initiative to help teachers and peers while showing care to peers on sick leave and praying for them. On the whole, the effectiveness of the plan has been seen.

- 2.5 Another major concern of the school in this school year is to enhance the skills of teachers in designing art activities to foster children's creativity, expression and self-confidence. The management arranges training on artistic creation for teacher representatives and lets them share with colleagues their acquired knowledge during school meetings. Teachers guide children to create with the natural resources and eco-friendly materials around them. Teachers thoughtfully decorate the campus with children's works to facilitate children's mutual appreciation. It is observed that teachers guided children to design the shells of snails with used compact discs. After drawing tentacles for the snails, the children decorated the flowerbed outside the school with their finished snail artworks. Under the theme of flowers, children use colourful pigments to draw flowers on the glass wall together, bringing spring to the campus. Furthermore, the school holds parent-child creation activities in accordance with themes and festivals. It encourages parents and children to make reference to the colours and lines of blue and white porcelain to design tableware, and create artworks under the theme of rabbit during the Lunar New Year, hence enhancing children's understanding of Chinese culture through activities. Teachers meticulously design activities and set up the campus to create an encouraging atmosphere and environment for children to create, thus facilitating children's creativity. The plan has begun to deliver results.

- 2.6 The school environment is clean and bright. There is an outdoor venue for children to carry out physical activities. Teachers organise physical games that suit children's abilities and pace of body development to build children's physiques through play. They meticulously decorate the interest corners of the classrooms in consonance with the themes such as placing insect-rearing boxes, potted plants and flowers for children to make observations with magnifying glasses and try to record the appearance of the insects and plants by drawing. This stimulates children to know about the features of plants and animals. The development of fine motor skills and eye-hand coordination of children are fostered through activities like kneading playdough, grasping small balls or creating graffiti with big paint brushes in the art and craft corner. Teachers pick suitable spaces to conduct music activities. They lead children to sing and perform rhythmic movements. Children play musical instruments and create movements along the melodies, enjoying the fun of music activities.
- 2.7 Teachers are well prepared for teaching. They use real objects, pictures, stories and other teaching materials flexibly to facilitate their explanation and strengthen children's understanding of the learning content. Teachers are loving and caring. They always listen to children's sharing and needs. They cater for children with special needs as well as non-Chinese speaking (NCS) children and make use of cue cards and body language for communication. In the meantime, teachers encourage NCS children to answer questions and talk to peers in Cantonese, facilitating them to integrate into the community. Children enjoy their school life and participate in activities enthusiastically. They are willing to express their feelings and share their life experiences. After the activities, they follow the routines to tidy things up on their own, showing good self-care abilities.

3. Recommendations for Enhancing Self-improvement of School

The management monitors the curriculum implementation through various channels and leads the team to tap child assessment information to inform learning and teaching. The management may take a step forward to enhance the team's reflective abilities by leading teachers to conduct in-depth analyses on activity effectiveness and guiding them to make concrete suggestions for improvement, thereby enhancing the efficacy of learning activities continuously. The school holds primary one simulation activities for K3 children at the end of the school year with an aim of letting children experience the learning mode of

primary schools. Nevertheless, some of the learning content and homework of Chinese are rather difficult. The school must revise the relevant content to meet children's developmental needs.