

School No.: 566004

Quality Review Report (Translated Version)

Caritas Nursery School – Yau Tong

Level 2, 60 Lei Yue Mun Road, Yau Tong, Kowloon

25, 26 & 28 June 2019

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region (2020)

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Dates of Quality Review: 25, 26 & 28 June 2019

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 guidance and support of the leadership team, the school keeps close liaison with the nursery schools under the sponsoring body by planning the curriculum, conducting teacher training, supporting children and so forth collaboratively. By means of exchange and collaboration between the teaching teams, it is effective in gathering professional capacity to make progress together. The management is open-minded. It considers the wills, experiences and abilities of staff in allocating the duties of team members properly so that they can exploit their strengths. The school's division of labour is clear. Team members collaborate with one another to implement various work in an orderly manner and promote the school's sustainable development with concerted effort.
- 1.2 The school has developed the school self-evaluation (SSE) mechanism and embedded SSE in the daily practices. The management leads the team to review the work effectiveness of each area and makes suggestions for improvement. It also formulates the annual development plan together by conducting collective discussions. Last school year, the school set its major concerns as enhancing children's learning motivation and their interest in language learning. It step-by-step improved teachers' teaching strategies and skills in designing language activities. This school year, the focuses of the school are to facilitate children's physical development and enhance the effectiveness of the child assessment mechanism. The school develops the work plans in consideration of its development foundation and children's needs, meanwhile facilitating the implementation of the work plan by deploying relevant implementation strategies in terms of teacher training, refinement of homework design, home-school cooperation, etc.
- 1.3 The school puts emphasis on catering for learner diversity. There is a clear mechanism to identify children's different needs so as to provide appropriate referral services the soonest. Most of the teachers in the school possess knowledge and experience in special education, they draw up support strategies together to provide children with appropriate care. The school regards parents as partners and

maintains close communication with them. It invites parents to be volunteers to assist in implementing activities. The school arranges parent education activities to deepen parents' understanding of children's developmental needs and parenting attitudes and methods. It issues school newsletters to share with parents the development directions of the school so that parents can know about the school better. The school follows up the recommendations of the previous Quality Review to organise lesson observation for parents to understand their children's learning at school. Parents support the school's work, laying a good foundation for home-school cooperation.

2. Learning and Teaching

- 2.1 The school devises the curriculum for each grade level by making reference to the *Kindergarten Education Curriculum Guide* and the curriculum information of the sponsoring body. The integrated curriculum is comprehensive and designed with themes, covering the cultivation of children's attitudes and the acquisition of knowledge and skills. Teachers set the themes of project learning according to children's abilities and interests. They encourage children to construct knowledge through exploring in diversified activities. The school values children's moral development. By means of storytelling, life sharing, etc., teachers guide children to learn to express emotions and care about surroundings so as to develop positive values. The school arranges a read-aloud session every day and launches a parent-child reading programme to encourage children to read more and help them develop a reading habit. Children have whole-class, group and individual activity opportunities every day. They also have sufficient time to participate in music, physical, art and free choice activities which is effective in facilitating children's balanced development. Yet, part of K3's language and mathematics homework are beyond children's learning abilities. The school should cancel the inappropriate homework. It should also improve the arrangement of primary one simulation activities by providing sufficient music and physical activity time every day and cancelling K3's mock dictation activities in the second school term, with a view to meet children's learning needs.
- 2.2 The school formulates the child assessment content based on the learning objectives, and assesses children's performance by continuous observation. It develops learning portfolios for children to maintain records of observation, assessment information, children's work, etc., as evidence of children's development stages.

Teachers' observation records cover all developmental objectives while highlighting children's strengths and areas for follow-up. At the end of the school term, teachers summarise the information to conduct a final report of children's development. They meet with parents to inform them of their children's learning progress. The school regards enhancing the effectiveness of the child assessment mechanism as the major concern this school year. It refines the assessment tools and selects two project activities as trials. Based on the thematic assessment results, it collects information in respect of children's creative thinking and problem-solving abilities. It also enhances teachers' abilities of collating and analysing relevant information through training. The school expects to review the effectiveness of the teaching strategies from relevant qualitative and quantitative information, the development direction is right.

- 2.3 The school has a well-developed curriculum management mechanism. The management leads teachers to tie in with children's needs to devise the curriculum for each grade level and discuss teaching plans, which is conducive to facilitating professional exchange among the team. Moreover, the management grasps the curriculum implementation through classroom walkthroughs, scrutinising curriculum documents, attending meetings and so forth, and gives teachers comments and support when necessary. Teachers have developed a reflection habit. They reflect on their teaching effectiveness according to the activity design, teaching skills, children's performance, etc., while making concrete suggestions for improvement and taking timely follow-up actions. The school collects teachers' opinions regarding the curriculum at the end of school term. It makes use of the review results to inform the curriculum information of the sponsoring body as reference to edit the curriculum content.
- 2.4 The school has been regarded enhancing children's learning motivation as the major concern in these two years. It capitalises on external resources to provide training for teachers to strengthen their abilities of designing and organising play activities. Last school year, the school encouraged parents to design games with children and share in the school. It set up the constructive corner, imaginative play corner, etc., in the classrooms. All children are allowed to take turns to participate in corner activities during free choice sessions so as to further enhance their learning motivation. From observation, teachers design contexts which are related to children's life experiences. They provide adequate time and opportunities for children to explore freely and unleash their imagination. Children are interested in

the activities. They freely construct and combine materials. They also select the type of play alone or with peers and decide the playing methods on their own. Teachers walk through the classrooms and take part in children's play, the learning atmosphere is relaxing and pleasant. Last school year, the school's major concern was to arouse children's interest in language learning. The strategies include designing meaningful writing activities, revising homework design and reducing repeated copying activities. Furthermore, the school sets up the learning environment based on children's life experiences to guide children to draw or write things and scenes of their interest. The management may encourage teachers to design more interesting language activities so as to arouse children's interest in language learning sustainably.

- 2.5 The school regards facilitating children's physical development as the major concern this school year. Teachers make good use of the classrooms and indoor play area to increase the activity space for children. They adjust the daily schedule to increase children's physical activity opportunities. Teachers also add play elements to sequenced skills training to make the activities more interesting. There are parent-child sports day and seminars for parents to understand the importance of physical activities to child development. As observed, children like joining diversified physical play activities, they can complete the movements of balancing, climbing, throwing, etc. They are also happy to join cooperative play activities with peers by using different facilities. Children are energetic, showing good body coordination.
- 2.6 Teachers decorate the classrooms based on themes. They set up learning corners such as the exploration corner and fine motor training corner where manipulative and exploratory teaching aids are prepared. Children's artworks are also on display for them to appreciate each other's work and revisit their learning. Teachers stress on children's learning through senses and manipulation. Yet, they may enrich the materials in the art and craft corner to stimulate children's desire of creation. Teachers may also improve the display of books so as to attract children to read.
- 2.7 Teachers use pictures, stories, real objects and so forth to help children understand the learning content during thematic discussion. Some teachers have good questioning skills which can guide children to think and express their views. However, some teachers still have to strengthen teacher-child interaction to make children more engaged in the learning activities. When teachers conduct music activities, they arrange singing, percussion, music appreciation, etc., for children to feel the rhythms and melodies so that they can enjoy the fun of music activities.

Teachers are amiable. They strengthen individual guidance and adjust the amount of homework according to learner diversity. They also use different strategies to support children, creating a harmonious learning atmosphere.

- 2.8 Children are obedient and polite. They greet others proactively and help peers, getting along with peers in harmony. Children possess good language expression and comprehension abilities. They listen attentively during lessons, some of them even take the initiative to raise questions and respond to teachers' questions, demonstrating an active learning attitude. Children have good self-care abilities, they tidy up the materials after activities and put them back to the original places.

3. Recommendations for Enhancing Self-improvement of School

The school is able to plan the school-based development objectives based on its development foundation and children's needs. At present stage, it should devise the major concerns in a more concrete manner so as to plan the implementation strategies more precisely and in turn enhance the effectiveness of the work plans. Besides, the school is required to revise the inappropriate K3 homework; cancel the mock dictation activities which do not meet children's learning needs; and arrange a balanced daily schedule for K3 children during the activities for facilitating the interface between kindergarten and primary one.