

School No.: 532169

# **Focus Inspection Report (Translated Version)**

**St. Antonius Kindergarten**

**1/F, 1 Yau Tong Road, Kwun Tong, Kowloon  
(Excluding Music Room & Assembly Hall)**

**14 November 2023**

**Kindergarten Inspection Section  
Education Bureau**

## **Notes to the Focus Inspection Report**

This report gives an overview of the school's learning and teaching.

**Education Bureau**  
**The Government of the Hong Kong Special Administrative Region**

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## **1. School Performance**

- 1.1 The school selects real-life themes to plan an integrated curriculum, the content of which covers all learning areas. In recent years, more elements of national education have been incorporated into the curriculum gradually to help children learn about our country and Chinese culture. Teachers adopt diversified strategies like making use of stories and games to bring out the thematic content. Besides, project learning is conducted on two themes every school term. Teachers devise the learning content and exploratory activities according to the interests of children at each grade level, focusing on providing them with authentic contexts and experiential opportunities for learning by doing, which are conducive to promoting children's active learning, problem-solving, communication and collaboration abilities. The school is keen on encouraging parents to be involved in their child's learning. Theme-related simple parent-child learning tasks are designed while parent volunteers are invited to the school to tell stories for children, assist teachers in leading planting activities and so forth. Through home-school cooperation, children are provided with enriched learning experiences.
- 1.2 The school has pragmatically followed up on the recommendations of the previous Quality Review by revising the objectives and content of the assessment of child learning experiences in consonance with children's development of different age groups. It has also formulated clear assessment criteria to objectively and concretely reflect children's performance in each learning area. Regarding homework, the school arranges for K1 children to trace and write. Some homework content in the Language and Early Childhood Mathematics learning areas for K3 children during the primary one simulation activities is too difficult. The school must make amendments so as to meet children's abilities and needs.
- 1.3 The school utilises its environment wisely to set up activity spaces for children. It

flexibly uses the small garden for planting activities to nurture the values and attitudes of respecting, treasuring and appreciating nature in children. The reading room is comfortably furnished to attract children to read and cultivate their interest in reading. On the corridor walls, teachers display various works of children while also creating manipulative games and teaching aids. They put plentiful real objects as materials in the classrooms for children's exploration during free choice activity sessions. Children learn about the seeds of different fruits and the types of rice or flour products through observation. They conduct simple experiments to explore the phenomenon of floating and sinking of tomatoes as well. In particular, children love to go to and play in the role-play corners together with peers, such as imitating the interactions between chefs, cashiers and customers in a cafeteria. Their conversation is realistic and interesting, showing their good social development and grasp of the learning content. The school may improve the arrangement of art and craft corners by adding art materials and tools and providing more opportunities for children to create freely, thereby unleashing their creativity.

- 1.4 Teachers design real-life activities meticulously and employ real objects as teaching aids purposefully. For instance, to be in line with the theme of food, they allow children to plant potatoes in the small garden, learn to rinse and cook rice and try kneading flour into dough. Children are engaged in an authentic learning environment and are curious about everything. They gain experiences and new knowledge through hands-on manipulation and exploration. Furthermore, teachers incorporate thematic learning elements into different activities, such as using the scenarios of farmers farming and transporting food as an introduction for carrying out relevant music and physical activities with children, letting children make potato print art or creating parent-child recipes with family members, in order to facilitate children to apply and extend what they have learnt. Teachers observe and render

timely assistance to children during free choice activities. They are willing to join in children's games. After the activities, teachers may invite children to share their play experiences and feelings to help children consolidate their learning.

- 1.5 The curriculum management mechanism of the school is in smooth operation. Through reviewing teaching documents and attending curriculum meetings, the management leads teachers to plan the learning content and activities. It also gives teachers concrete advice after conducting classroom walkthroughs and lesson observations to enable them to enhance their teaching skills. Teachers reflect on the teaching arrangements daily in light of children's performance and follow up on children's learning aptly. At the end of a theme and a school term, the team evaluates the overall effectiveness of curriculum implementation together to inform the planning of the next stage, improving learning and teaching continuously.

## **2. Recommendations for Fostering Sustainable Development of School**

In recent years, the school has been refining the curriculum content and activity design to strengthen the learning motivation of children and help them cultivate values and attitudes as well as constructing knowledge and skills through experiences. Nonetheless, the school must rectify the arrangement of tracing and writing in K1 and the difficult homework content of K3 during primary one simulation activities so as to meet children's abilities and needs. Furthermore, the school may improve the setting of art and craft corners and increase the opportunities for children to unleash their creativity and enjoy the pleasure of art creation in free choice activity sessions.