

School No.: 215848

# **Quality Review Report (Translated Version)**

## **Kornhill Christian Anglo-Chinese Kindergarten**

**Kindergarten, 1/F., Kornhill Plaza (North), 1 Kornhill Road, Quarry Bay,  
Hong Kong (Excluding Classroom 1, Classroom 2 and Storage Room in  
Classroom 2)**

**29, 30 January & 1 February 2024**

**Kindergarten Inspection Section  
Education Bureau**

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

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**Dates of Quality Review: 29, 30 January & 1 February 2024**

**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 the curriculum, administration and personnel of the school through meetings, school visits and activity participation. It also offers support based on the school's needs to promote the steady development of the school. The management is amiable and friendly that it is willing to listen to and accept teachers' views, which is conducive to achieving consensus among team members. The management is flexible in handling matters. It devises corresponding plans swiftly in light of contingencies and takes follow-up actions properly to ensure the smooth operation of the school. The management is aware of the capabilities and development needs of teachers and provides them with sufficient training opportunities to enhance their professional competence. Members of the teaching team help and encourage one another to build a caring and joyful campus culture. They are keen to improve and work as one to elevate the teaching quality of the school.
- 1.2 The school has followed up on the recommendations of the previous Quality Review to sharpen teachers' skills in reviewing their teaching and setting up interest corners as well as improving the mechanism of the assessment of child learning experiences, and upholding the rationale of the inter-connected self-evaluation process, viz. planning, implementation and evaluation. The management leads teachers to examine the school context and sets annual development foci in view of the needs of children and teachers. In the previous school year, the school regarded promoting children's active learning through play and refining music activities as the major concerns. In this school year, the major concerns of the school are utilising the assessment information to analyse children's performance and enhancing children's language expression and communication skills. The school sets clear objectives for its annual plans and formulates proper strategies and success criteria according to the views and needs of different stakeholders, which helps achieve the expected outcomes of the plans.

1.3 The school caters for learner diversity. It makes good use of external resources to support children's learning and development. For instance, the school renders professional services to children with special needs so that they can receive appropriate support. It also arranges real-life language activities and outdoor local cultural experiences for non-Chinese speaking (NCS) children and their parents to learn Cantonese and integrate into the community. Diversified communication channels are in place in the school for parents to understand their children's school life. Moreover, the school opens the campus for parents to serve as volunteers and participate in children's learning activities and so forth at school. In this way, parents not only gain a deeper understanding of the school curriculum, but also witness the learning outcomes of their children. Besides, the school plans parent education activities that tie in with its annual development directions and parents' needs to let parents learn the skills in parent-child play, child-rearing, etc., to enhance their competence in parenting in a step-by-step manner, facilitating children's healthy growth.

## **2. Learning and Teaching**

2.1 The school refers to the teaching packages and picture books to draw up its integrated curriculum using themes. The curriculum content is comprehensive and covers all learning areas. Children are given sufficient time to participate in music, physical, art and free choice activities every day. The school arranges for children to attend the national flag raising ceremony on important days, listen to and read aloud simple Tang poetry and so forth to deepen their understanding of the country and experience Chinese culture from an early age. In this school year, the school organises project learning on topics of children's interest so as to motivate children to learn through multiple sensory exploration and interaction with the environment. The school attaches importance to children's moral cultivation. It holds activities of repaying parents' kindness, launches award schemes, etc., to guide children to practise good deeds.

2.2 The school has established a well-defined system of the assessment of child learning experiences. After setting the teaching goals, teachers formulate the corresponding assessment content and criteria. They continuously observe and make records of children's learning activities. Children's learning portfolios are created to maintain assessment forms, artworks and other information to assist parents and teachers in

understanding children's performance at school. Teachers regularly share with parents the participation of their children in school activities, hence working together with parents to foster children's growth. The school's major concern of this school year is utilising the assessment information to analyse children's performance. The management leads teachers to sum up the strengths of children and follow up on children's areas of development to inform curriculum planning. In addition, the school is reviewing and removing the rather difficult homework content of each grade level, which is on the right track.

- 2.3 The school implements curriculum coordination, monitoring and evaluation in a systematic manner. The management steers teachers to discuss the curriculum outline and teaching content. Teachers then devise lesson plans and design teaching activities. The management grasps the curriculum implementation. It gives timely support and feedback to teachers through scrutinising documents, observing lessons and so forth to perform the role of a curriculum leader effectively. In this school year, the management revises the direction of teaching reflections. It guides teachers to reflect more on activity design and teaching strategies instead of focusing on describing children's performance and the activity process as in the past. The management encourages teachers to make suggestions for improvement as well. Teachers may specifically conduct reviews on the effectiveness of the corner design to further enhance the effectiveness of learning and teaching.
- 2.4 Another major concern of the school in this school year is enhancing children's language expression and communication skills. The school has newly introduced a story session for children to listen to and tell more stories. As observed, teachers read aloud the stories to K1 children in vivid voices. They illustrated the storylines to cultivate children's love for reading. Chinese speaking and NCS children of K2 and K3 read aloud the stories confidently. They communicate and share with one another to have a better understanding of the story content. Furthermore, teachers ask questions to encourage children to extend the story content, stimulate their creativity and improve their oral expression skills. Additionally, the reading corners in the classrooms are comfortably designed where children read with their peers, share their self-designed booklets and recommend their favourite books to their peers. In the process, children expand their vocabulary and build their reading interest and habit. Teachers set up interactive games in the language corners, such as letting children identify the components of Chinese characters through manipulating the gashapon machine and throw dice to combine words to make

sentences, to provide more opportunities for children to apply what they have learnt through play.

- 2.5 Promoting children's active learning through play was the major concern of the school in the last school year. Children choose suitable tools from diversified materials to design their own play. They observe the colour changes in the classroom objects with torches and cellophane sheets. They join waterpipes into an aircraft cabin on the floor and make airline seats with large building blocks. They also simulate refuelling the aircraft with water bottles. Children jointly move and stack up tyres to construct the game of hide-and-seek, showing their creativity and team spirit. Teachers join children's play to get a grasp of children's progress as well as creating joyful learning experiences together. Teachers may facilitate children to collate and summarise their experiences to consolidate their learning.
- 2.6 The venues of the school are properly planned that children have ample space to carry out an array of learning activities. Teachers display children's artworks as well as festive crafts in the classrooms and along the corridors for children's mutual appreciation. Teachers purposefully design teaching tools with different levels of complexity with an aim of promoting children to learn actively through manipulating the teaching aids at their own pace. Besides, teachers design exploratory activities in alignment with the topics of project learning. They guide children to spray water on a dough with spray bottles and knead the dough to check its softness. When mixing flour with water, children try to test the proportion of the ingredients required to make a non-sticky dough, thus nurturing in children the spirit of learning in action. Children like to make and sell food with their peers in a simulated bakery and noodle stall. They imitate buying and selling, showing good observation and social development. The materials in the art corners are in large variety and quantity. Children draw smiley faces on cookies and decorate the lightweight clay egg tarts with game consoles, small boats or characters of theme parks. Their art and craft works are full of childlike fun and originality.
- 2.7 Teachers design teaching activities meticulously. K1 children use different senses in learning. Apart from having the opportunities to taste cookies, they also try to make models of doughs with rolling pins and cookie cutters. K2 children simulate running a noodle restaurant. They take up roles such as waitpersons and chefs to serve and cook noodles for their family members who come to the school. K3 children design an egg tart stall with their peers. They make the signboard, invitation cards, egg tarts and so forth, enjoying the fun of hands-on experiences.

Teachers guide children with unfailing support. They ask open-ended questions patiently to lead children to grasp the teaching content. Meanwhile, teachers are observant. They pay close attention to children's learning performance and take appropriate follow-up actions. Another major concern of the school in the last school year was refining music activities and enhancing children's sense of rhythm in body movements. As observed, teachers used story scenes as a lead-in to music activities and led children to practise breathing by blowing noodles, and identifying the soft and loud tones through simulating picking fruits. Children listened to music to perform rhythmic movements and conceived numerous movements along the beat. They also beat time with musical instruments, showing a keen musical sense. Teachers design physical activities of an adequate amount of exercises. They aptly help children master the skills like balancing, jumping and ball kicking, and constantly encourage children to make attempts and face challenges with courage so as to foster their physical development.

2.8 Children treat others with courtesy. They respect their teachers and get along well with their peers. They are willing to take part in various activities and respond to teachers' questions eagerly, demonstrating an interest in learning. Children are good at expressing their feelings. They present their artworks to teachers and family members as gifts to express their care. They possess self-care abilities and a sense of responsibility as they take the initiative to put back the teaching aids.

### **3. Recommendations for Enhancing Self-improvement of School**

Under the leadership of the management, team members work together to uphold the mission of child-centredness to promote the continuous advancement of the school. In this school year, the school refines the curriculum in different aspects and applies the cyclical process of school self-evaluation in its daily operation. The school may help teachers improve their skills in leading activity reviews and evaluate corner design with a view to enhancing the effectiveness of learning and teaching.