

**School No.: 156515**

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

**Regina Coeli Anglo-Chinese Kindergarten**

**G/F. & 1/F., Hing Shing House, Tai Hing Estate, Tuen Mun,  
New Territories**

**8, 9 & 11 April 2025**

**Kindergarten Inspection Section  
Education Bureau**

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

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**Dates of Quality Review: 8, 9 & 11 April 2025**

☒ **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 cares about the school affairs and often visits the school to give guidance and support to the staff. The school keeps close contact with the peer school that they jointly organise parent-child activities and visits as well as devising the curriculum, which is conducive to pooling resources together. The school allocates tasks according to teachers' expertise and preferences. In tandem, it sets clear responsibilities and guidelines for the smooth operation of daily work. Members of the teaching team have worked for many years and discharge their duties properly. They have built rapport at work, creating a harmonious atmosphere.
- 1.2 The school has put in place a school self-evaluation (SSE) mechanism and adopts a whole-school approach to review the current situation while devising development directions and work plans of the coming year in view of the changes in school context and kindergarten education trends. In the last school year, the school regarded strengthening the element of free exploration in play and optimising the teaching effectiveness of the learning area of Nature and Living as its major concerns respectively. In this school year, the school puts efforts into promoting Chinese culture. It enhances children's sense of national identity by setting up interest corners and designing experiential activities. Moral cultivation is another major concern and teachers arrange learning activities and visits that are in line with the picture book content to guide children to practise good behaviour. The above-mentioned plans have been implemented in an orderly manner and their effectiveness

is gradually seen.

- 1.3 The teaching team identifies and makes referrals for children with special needs through daily observation so that the children can receive appropriate support the soonest. Teachers employ tactics such as visual cues and peer collaboration to cater for learner diversity. The school cares for parents with different backgrounds. School notices and assessment reports in both Chinese and English are available and the school maintains good communication with parents through channels including phone calls and parents' day to keep them informed of their children's learning. Furthermore, the school organises parent education activities to help parents learn about positive parenting and ways to manage children's emotions. The parent-teacher association has been formed for years to assist the school in gathering parents' views while co-hosting parent and parent-child activities with the school, supporting the development of the school.

## **2. Learning and Teaching**

- 2.1 With reference to the teaching packages and picture books, the school selects content that ties in with children's interests and life experiences to develop a curriculum outline covering all learning areas. Apart from arranging mixed-age activities, the school also arranges children to visit parks, museums, etc., aiming to help children nurture positive values, acquire skills and construct knowledge from individual and whole-class learning modes as well as indoor and outdoor environments. However, the time for children to engage in music activities on Fridays is insufficient. The school must revise its daily schedule to foster children's balanced development. Besides, the school is advised to reduce the amount of copying in some of the language homework of K2 to meet children's abilities and developmental needs.
- 2.2 The school has established a policy on the assessment of child learning experiences.

The management sets assessment items and criteria with teachers for objective evaluation. Teachers adopt continuous observation and assess children's learning progress by qualitative and quantitative means. Moreover, they keep the assessment forms and activity photos in children's learning portfolios as evidence of children's pace of development. Teachers meet with parents regularly to share children's performance in different areas and discuss suggestions about facilitating the growth of children. The management is required to lead the team to formulate the assessment items about the development of fine motor skills with a view to fully understanding children's growth. Meanwhile, the management must consolidate the child assessment information to analyse children's needs as a reference for informing curriculum planning.

- 2.3 The management guides teachers to draw up the teaching content and activity arrangements based on children's abilities. It also attends meetings, observes activities, scrutinises documents, etc., to monitor the curriculum implementation and render assistance to teachers. Teachers prepare teaching plans according to the discussion results. Upon completion of each theme, members of the teaching team review the curriculum arrangements and implementation effectiveness together. They may further conduct evaluations from multiple perspectives including the teaching strategies, and foster teachers' observation and exchanges among one another through focused peer lesson observations, to raise the standards of learning and teaching.
- 2.4 The major concern of the school in the last school year was optimising the teaching effectiveness of the learning area of Nature and Living. Teachers map out the curriculum outline to incorporate the content relating to ecological environment while utilising the school's outdoor space to guide children to observe the changes in natural phenomena such as falling leaves, birds singing and building nests. The

campus has a green and comfortable environment, with a towering tree. Children grow potted plants in the garden. They help water and harvest vegetables and fruit as well as assisting in feeding fish. After lunch, teachers and children stroll and chat casually in the playground. They observe the appearance and habits of turtles around the pond, cultivating children's attitudes towards nature conservation and love for animals and plants.

2.5 The major concern of the school in this school year is promoting Chinese culture. Children attend the national flag raising ceremony and serve as flag raisers to learn the warranted etiquette and nurture their respect for the country. Children also taste the festival foods during festive activities to understand and experience the custom and meaning therein. Teachers set up relevant interest corners in classrooms to display traditional toys, for example, spinning tops and rattle drums while exhibiting morality books about diligence, benevolence and other virtues. In free choice activity sessions, children enthusiastically play cuju, jianzi and pitch-pot with their peers. They try to write simple Chinese characters with a Chinese brush as well, learning about the multi-faceted Chinese culture. The school capitalises on parents' efforts to hold activities such as making Lunar New Year decorations and writing spring couplets. Through home-school cooperation, the school enhances parents' experience of Chinese culture and helps children build a sense of national identity in a step-by-step manner. Upon such foundation, the school may systematically link up elements of Chinese culture with thematic teaching and embeds them in children's daily learning.

2.6 Another major concern of the school in this school year is cultivating children's moral virtues through picture book stories. The teaching team plans teaching and visits according to the content of the picture books. There are also award schemes to encourage children to practise good deeds including respecting and caring about

others. For instance, children are arranged to go shopping for learning the shopping procedures and using polite language. They visit and give warm clothing to the elderly to show their care. As observed, children followed the rules that they knocked before entering a classroom and then nodded and bowed. They showed mutual respect and got along well with peers of different cultural backgrounds. They listen carefully when their peers speak. Children are willing to serve others as they take turns to serve as a group leader to assist teachers in distributing teaching aids. During mealtime, they keep the classrooms clean and clear the tableware by themselves, demonstrating good hygiene habits.

- 2.7 Teachers keep strengthening the element of free exploration in play. They put up supermarket and family scenes in the classroom to let children and their peers unleash their imagination to simulate shopping and home cleaning, fostering social development. The school is required to improve the environment set-up. In the interest corners, activities with clear exploratory objectives and abundant materials are required so that children can acquire new knowledge through observation, prediction and manipulation. Teachers play chess and read with children, during which they observe children's performance and give guidance. They conduct reviews with children after activities but may further guide children to summarise the play process and discoveries so as to consolidate children's experiences.
- 2.8 Teachers are kind and amiable. They are conscientious in teaching and respect children's ideas. Teachers communicate clearly. They employ effective questioning and probing skills, listen to children's responses carefully, and give children sufficient time to think and share their ideas, facilitating children's language abilities. Teachers design physical play involving jumping, throwing and catching, and kicking balls to develop children's gross motor skills. Children are full of energy. They love riding tricycles and playing slides. In music activities, teachers

guide children to sing, performing rhythmic movements to the beat and tap musical instruments. Children express their thoughts through body movements, such as imitating the shapes of toys, to unleash their creativity and enjoy the pleasure of music activities.

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

- 3.1 The school recognises the SSE rationale. However, it must follow up on the recommendation of the previous Quality Review to deepen the team's understanding of SSE, devise clear work objectives and deploy proper strategies in different aspects while setting specific and focused success criteria so as to facilitate the implementation and evaluation of the plans. The management is advised to utilise appraisal, lesson observations and other means to understand teachers' needs, organise appropriate training activities to equip teachers to carry out annual plans and enhance their professional capacity.
- 3.2 To raise the standards of learning and teaching, the management should review the amount of copying in some of the language homework of K2. It should also lead the team to improve the environment set-up by offering activities with clear exploratory objectives and abundant materials in the interest corners for children to acquire new knowledge through observation, prediction and manipulation. The management is also required to examine the teaching effectiveness from multiple perspectives, including the teaching strategies, and consolidate the child assessment information to analyse children's needs as a reference for informing curriculum planning.