

**School No.: 151947**

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

**S.K.H. St. Peter's Church Kindergarten  
(Castle Peak)**

**Tsing Wun Road, Tuen Mun, N.T.**

**6, 7, 8 & 10 November 2023**

**Kindergarten Inspection Section  
Education Bureau**

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

*This report can be reproduced in part or in whole, but should not be used for any commercial publicity. The original source should be cited when reproducing the report.*

*This English translation is for reference only. In case of discrepancy between the English version and the Chinese version, the Chinese version shall prevail.*

**Dates of Quality Review: 6, 7, 8 & 10 November 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 supports the development of the school. Through regular meetings, it understands the operation of the school while giving timely assistance on administration and teaching. The school maintains close liaison with the affiliated schools of the organisation. They organise joint-school activities together and share the resources to create synergy. A robust management structure is in place in the school. The management is familiar with the culture and development foundation of the school. It keeps an open mind in leading members of the teaching team to discharge their duties properly and unleash their full potential. In tandem, the management organises training according to teachers' needs to help enhance teachers' skills in designing teaching activities. Team members have a sense of belonging to the school. They collaborate with one another to drive the school forward.
- 1.2 The school has a well-developed school self-evaluation (SSE) mechanism. It adopts a whole-school approach to review the effectiveness of various areas of work and major concerns, and formulates the development plans of each school year based on the school context and the trends in education development. In this school year, the priority of the school is to promote children's understanding of Chinese culture. The school designs traditional cultural experiential activities that correspond to the themes and strengthens the elements of parent-child interaction in festive activities, so as to deepen the understanding of Chinese culture in children and parents. The school plans from the perspectives of different stakeholders and evaluates the strategies in a timely manner, and then makes adjustments as needed, such as reaching a consensus with parents and gradually increasing the opportunities for them to take part in activities related to the major concerns, hence practising the rationale of SSE in daily work effectively.
- 1.3 The school has set up a clear identification and referral mechanism for children with special needs to receive follow-ups and support the soonest. Primary one

adaptation activities like primary school experiential events and briefing sessions for parents are arranged to facilitate K3 children to be mentally prepared for promoting to primary one. The school attaches importance to building companionship with parents. Apart from organising the parent-teacher association and volunteer teams to pool parents' efforts, the school also maintains close communication with parents through phone calls, daily face-to-face meetings and other different channels. It proactively responds to parents' views as well. The school has regarded strengthening home-school cooperation as the major concern in these two school years. In the previous school year, it laid the foundation of mutual trust and cooperation with parents through supporting parents to grasp the methods of stress-relief and skills in child-rearing, and increasing their understanding of the school-based curriculum. In this school year, the school plans seminars and workshops in accordance with parents' needs while encouraging them to apply what they have learned, so as to improve their competence in parenting. The strategies of the major concern are well-deployed and initial results have been witnessed.

## **2. Learning and Teaching**

- 2.1 The school designs a school-based curriculum outline using themes that centre around children's life experiences. The content covers all learning areas and takes into account the building of attitudes, the grasp of skills and the acquisition of knowledge in children. The school attaches great importance to children's moral development. Through religious activities and daily lessons, the school nurtures children's virtues like fraternity and mutual support, courtesy and willingness to share. In consonance with the themes, teachers take children to visit and experience the community, or observe and explore nature in the outdoor garden of the school. Children are allowed to carry out project learning on the topics of their interest, thus broadening their learning horizons. The school also provides children with a balanced daily schedule and a real-life language environment for learning English and Putonghua to boost their relevant listening and speaking skills as well as their confidence. In recent years, the school has joined several external training and support programmes to enrich the curriculum. Nevertheless, the management is required to lead teachers to incorporate the relevant content into the existing curriculum systematically, and adopt an integrated approach to consolidate all types of learning activities under the themes so as to refine the curriculum planning.

Besides, in the second school term, some teaching content and homework for K3 is too difficult while K1 children are still required to use pencils to imitate writing. The school must remove the related content to meet children's abilities and developmental needs.

- 2.2 The school observes and assesses children's learning continuously. The management steers teachers to set explicit assessment criteria so that children's performance can be evaluated objectively. Teachers invite parents to write down words of praise for children and record children's sharing of works, thus jointly creating children's learning portfolios with parents and manifesting children's development with information from multiple aspects. Teachers communicate with parents aptly to let them understand children's progress at different developmental stages and provide suggestions on supporting child growth. The school consolidates the child assessment information regularly and use it as a reference for informing the curriculum. Yet, the school may tie in with the objectives of the curriculum outline to devise the child assessment items, including the assessment content of project learning, to reflect children's learning performance more comprehensively and strengthen the assessment effectiveness.
- 2.3 The school has a curriculum management mechanism in place. The management leads the team to revise the curriculum outline in accordance with the review findings of each school year. Before the start of a theme, teachers convene meetings to discuss the activity design and the setting of the classroom environment together. They then evaluate the teaching effectiveness in their individual reflection and grade-level meetings periodically. Some teachers are able to make specific and appropriate suggestions for follow-ups in view of the implementation of different activities. The management understands and monitors the curriculum implementation through attending meetings, conducting classroom walkthroughs and lesson observations. It also gives feedback to teachers as needed to help improve their skills in organising activities.
- 2.4 The school considers enhancing children's understanding of Chinese culture as its major concern in this school year. Teachers use traditional festivals as an entry point in teaching. They share the relevant stories with children and let them make mooncakes and join lantern fairs to deepen their knowledge of festival customs. The school invites parents to take part in festive activities to convey the message that family reunions are of great importance to the Chinese. During the activities, children and parents jointly taste Chinese local snacks like dragon's beard candy

while comparing the differences and similarities between Chinese and Western cultures. They not only experience the blissful atmosphere of traditional festivals, but also know more about Chinese culture. Besides, the school holds the national flag-raising ceremony on special days, such as National Day, to facilitate children to learn about the warranted etiquette and attitude, the national flag and the anthem of the Motherland, hence cultivating children's sense of belonging towards the country and their sense of national identity from an early age. Moreover, the school gradually incorporates learning elements, including Chinese food culture, art and traditional virtues, into the themes of each grade level to strengthen national education. Various work tasks are carried out as planned and their effectiveness is expected to be seen.

- 2.5 The school allocates its space flexibly to provide children with whole-class, group and individual learning opportunities. Teachers display children's work around the classrooms and invite children to draw corner decorations and rules, adorning the campus collaboratively to create a learning environment that is warm and conducive to children's mutual appreciation. There are interesting corner activities in the classrooms. During free choice activity sessions, children participate in different activities according to their preference, such as rubbing balloons and rulers earnestly in the exploratory corners to test and observe the phenomenon of static electricity attracting paper bits to nurture their inquisitive mind, and making greeting cards with art and craft materials to express their gratitude to people around them. Children also like to manipulate the teaching aids on the walls and check the answers themselves, cultivating their active learning skills in a relaxed atmosphere. However, teachers may strengthen the connection between the themes and the activity settings in the reading as well as family corners to extend children's learning experiences.
- 2.6 Teachers are kind and amiable. They teach by example to encourage children to treat others with courtesy, give praises to reinforce children's good behaviour as well as guide them to have self-discipline. Teachers are conscientious in teaching. They meticulously design learning activities that have manipulative and experiential elements while utilising real objects and self-made teaching aids to assist children in comprehending their learning. During physical activities, teachers render guidance to children at an opportune time to help them grasp the basic movements. Children are given sufficient amount of exercise and adequate opportunities to relax their body and mind. Teachers design music activities in alignment with the story contexts to

enable children to feel the melodies and rhythms of music and express their feelings through play. There are elements of caring about others in some of the scenarios to facilitate children to build positive values. Teachers observe children in free choice activities and provide support as necessary. Nonetheless, they are advised to guide children to briefly sum up their experiences after play and give children enough time to think and respond such that children can have more chances to express their ideas and consolidate their learning, thereby increasing learning efficiency.

- 2.7 Children are curious and have a strong interest in learning. They are full of energy, kind and always take the initiative to greet others. Children get along with one another and like to play together. They share the toys and help each other, showing good social development. Children have favourable self-care abilities as they actively tidy up and organise their personal belongings after free choice activities. They are also willing to serve as group leaders to lead prayers in the morning and afternoon assemblies, demonstrate warm-up exercises before carrying out physical activities and assist teachers in distributing coloured pencils, exhibiting the spirit of service.

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

- 3.1 The school organises training according to teachers' needs. It may keep following up on the recommendations of the previous Quality Review to increase the opportunity for teachers to exchange and share their teaching experiences so that they can encourage one another and enhance their professional competence continuously.
- 3.2 The management is required to strengthen its curriculum leadership. It must steer teachers to increase the comprehensiveness of the curriculum, cancel the arrangements of asking K1 children to imitate writing and remove the excessively difficult learning content and homework of K3. It should devise the child assessment content based on the curriculum objectives so as to improve curriculum planning.