

School No.: 568104

Quality Review Report (Translated Version)

**S.K.H. St. Christopher's Nursery
(Kwai Chung)**

**Unit No. 1, Podium Level 3, Kwai Chung Shopping Centre,
Kwai Chung Estate, New Territories**

5, 6 & 8 June 2023

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region

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Dates of Quality Review: 5, 6 & 8 June 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 school maintains close liaison with the organisation. It reports its daily business to the leadership team through regular meetings. It also arranges for teachers to attend joint-school training of the organisation so that teachers can have professional communication with colleagues of the affiliated schools. The school files various documents properly and systematically. Teachers refer to the documents when necessary which facilitates the smooth daily operations as well as the transfer of experience. The management assigns duties to teachers appropriately that there is a clear delineation of roles and responsibilities for the teaching team, so that team members perform their tasks accordingly. The school makes good use of external resources to organise different types of training activities for teachers. After that, teachers are arranged to share what they have learnt. They also gain the teaching experiences of each other from peer lesson observations. All these are conducive to building a learning community. The management keeps an open mind in communicating with teachers to create a harmonious working atmosphere. It utilises the appraisal system to explore with teachers their opportunities for development and work goals, hence facilitating their professional growth. Teachers are conscientious at work and willing to shoulder responsibilities. They encourage and support one another to promote the school's development with a concerted effort.
- 1.2 The school has established a clear school self-evaluation (SSE) mechanism. The management leads the teaching team to jointly examine the effectiveness of implementing various tasks and embed the cyclical process of planning, implementation and evaluation in its daily work. The school has followed up on the recommendations of the previous Quality Review to set explicit and specific task objectives for the major concerns so that corresponding strategies and success criteria can be devised in a focused manner. The school has regarded developing inquiry-based learning and promoting Chinese culture as its major concerns in recent years.

It enlists external support programmes to implement the work in the aspects of teacher training, designing diversified activities and refining the set-up of interest corners. Both plans have been carried out steadily and delivered results.

- 1.3 The school caters for children's diverse needs and has a proper mechanism in place to identify and refer children with special needs. Teachers collaborate closely with parents to follow up on children's situation and provide appropriate support for children. The school organises suitable adaptation activities for the newly admitted children and kindergarten-primary transition activities for the children transitioning to primary one, thus enabling them to integrate into the new school life as soon as possible. Home-school communication is of great importance to the school as it keeps in contact with parents through numerous channels to facilitate parents' understanding of the school curriculum and children's learning. The school gathers parents' views on its daily operations frequently through questionnaires, and responds to and follows up on the views in a timely manner. Different parent-child activities are held regularly, such as activities that allow parents and children to make craftwork or visit farms together, to promote parent-child relationship. In tandem, the school recruits parent volunteers from time to time to rally parents' effort. Parents are the school's close partners who trust and support the school. They join hands with the school to nurture children's growth.

2. Learning and Teaching

- 2.1 The school chooses suitable picture books as learning materials to design an integrated school-based curriculum that is in line with children's interests and life experiences. The curriculum fully covers different learning areas. The daily schedule is properly planned that children have sufficient time to participate in music, physical, art and free choice activities every day to foster their balanced development. The school emphasises on the cultivation of children's moral character. It nurtures children's good virtues including caring for others, being helpful and grateful through religious activities and daily teaching. According to festivals and themes, the school leads children to visit community facilities, such as the Lunar New Year Fair, wet markets and the Hong Kong Zoological and Botanical Gardens, to enrich their life experiences. However, some homework content for K3 children in the second school term is relatively difficult and must be removed to meet children's developmental needs. Furthermore, the planning of music activities for each grade

level has to be clearly shown in the curriculum outline to enable the team to systematically implement and review the relevant teaching.

- 2.2 The school formulates the content of the assessment of child learning experiences in accordance with the curriculum objectives of which the aspects of attitudes, skills and knowledge are covered. Teachers continuously observe and record children's learning while inviting parents to share children's performance at home in terms of self-care and affective development. They systematically maintain the relevant assessment information in the learning portfolios as evidence of children's growth. Teachers summarise children's learning on a regular basis. They meet with parents every school term to make concrete suggestions based on children's pace of development in each learning area. The school utilises the content of the assessment of child learning experiences to inform curriculum planning and follow up on the learning needs of the individual child.
- 2.3 The curriculum management mechanism of the school is effective. The management leads teachers to set forth the teaching outline for the next school year and design learning activities based on the information of curriculum review. Teachers reflect on their teaching. They are able to evaluate the appropriateness of the activity content according to children's performance while proposing follow-up actions and making suggestions for improvement on teaching difficulties. Teachers also collect parents' views on the learning themes and daily activities from time to time so as to obtain evidence to inform the curriculum from the perspectives of different stakeholders. The management excels in its role of curriculum monitoring. Through attending meetings, scrutinising documents and observing lessons, the management gets a grasp of the implementation of teaching and gives adequate support to teachers. Moreover, it periodically adapts and refines the curriculum with teachers as needed to drive the advancement of the school-based curriculum.
- 2.4 In recent years, the school has employed picture books as an entry point to develop exploratory activities. Teachers choose stories that children are interested in and design fun activities to let children explore in depth their surroundings. For instance, after reading a story about wind, teachers guide children to feel the wind blowing. Then, children learn about the application of wind in their daily life such as in a fan and a hair dryer. Children also try to explore how to construct wind-resistant buildings to experience the close bond between wind and people's daily life. Besides, children have the opportunities to plant and observe plant growth to

understand the effects of factors like water and light on crops. Children discuss with peers ways that are conducive to the plants' healthy growth including applying fertiliser, repelling pests and strengthening the tree support. All these activities arouse children's curiosity effectively. Children test and explore the answers to prove their own ideas through the process of trial and error, thereby cultivating their problem solving skills and spirit of active learning. Children also build their interest in reading by gathering information. Their oral expression skills and self-confidence are enhanced through the simple records and sharing of their findings. The major concern has achieved the expected results.

2.5 Promoting Chinese culture is another major concern of the school in this school year. The school incorporates the relevant learning elements into the curriculum. It exploits themes, picture books and so forth to lead children to comprehend the local cultural characteristics, such as famous attractions and the evolution of transport, and to understand that Hong Kong is a part of the country. Meanwhile, the school timely introduces children to the origins and customs of traditional Chinese festivals like the Lunar New Year and arranges experiential activities including writing spring couplets, making lanterns and simulating year-end clean-up to enable children to experience the auspicious atmosphere, admire and recognise Chinese culture to a greater extent. The school introduces children to Chinese folk songs and poetry in the morning assembly. In consonance with the content of the songs and poetries, the school designs art, music, physical and other activities for children to learn traditional culture and art through diversified activities. As observed, children like to sing folk songs and poems, feeling the beautiful melodies and words as well as understanding the meaning and related values of the songs. The effectiveness of the major concern is evident.

2.6 The school premises are bright, clean, spacious and comfortable. Teachers decorate the campus with children. Children's daily photos, work and highlights of school life are displayed everywhere in the classrooms whereas the names and rules of the interest corners written by children are posted on the walls to create a learning environment that is full of childlike fun. There are plentiful teaching resources in the classrooms which suit children's interests and needs. Small sofas and cushions as well as a wide range of books are placed in the reading corner to entice children to read. Scenarios of a hospital and a cake shop are set up in the role-play corner. Children engage in simulating doctor consultation and buying and selling of snacks, thus enhancing their social skills like communication and collaboration through peer

interactions. A great variety of materials is placed in the art and craft corner for children to use conveniently. Children create the artwork attentively as they draw in their sketchbooks or cut the recycled papers into their favourite shapes and patterns. Teachers make good use of the space for children to carry out relatively large-scale constructive activities with building blocks and eco-friendly materials. Children use clips with agility to connect straws into simple and interesting patterns, unleashing their creativity. There are answers in some of the teaching aids for children to check on their own after play, thereby consolidating their learning. It is observed that children enjoy taking part in free choice activities. They finger-read the nursery rhymes with a baton, jointly make ball-rolling rails with toilet paper rolls or observe the fingerprints of their peers with magnifying glasses, thoroughly enjoying themselves.

- 2.7 Teachers teach in a lively and vibrant way. They are good at asking questions to guide children's learning and allow children to construct knowledge through manipulation and experiences. With kindness and pleasantness, teachers always encourage and guide children to behave virtuously. Teachers cooperate with each other. They pay attention to children's participation in activities and adjust their teaching aptly to facilitate children to share experiences or explore together in group activities, with a view to stimulating their interest in learning and enhancing the effectiveness of activities. Teachers arrange for children to design games with different materials during physical activities. Children have adequate amount of exercises and ample opportunities to stretch their body and mind, hence developing body coordination. During free choice activities, teachers observe and join in children's play and offer assistance as necessary. When guiding children to summarise their play experiences, teachers may focus on exploring the scenes that are worth appreciating or reflecting upon so as to facilitate children's thinking and help them consolidate what they have learnt.
- 2.8 Children are lively and cheerful in addition to passionate and courteous. They are keen to learn and ask questions as well as being devoted to various types of learning activities. They also have good language comprehension and expression. Children get along with one another and always play in different corners together. They are optimistic and sociable. Children display independence in their school life. They are able to take off and put on their shoes by themselves when entering school and switching activities. They tidy up the place upon the completion of activities and return tableware according to categories after meals, showing excellent

self-care abilities. Children of K2 and K3 are willing to serve as group leaders to lead K1 children to the lobby at the end of the school day, demonstrating a sense of service to others.

3. Recommendations for Enhancing Self-improvement of School

The school has built a culture of SSE and is able to practise the rationale of SSE in its daily work. When considering the development direction, the school may further utilise the child assessment information as a reference for setting major concerns. Besides, some of the homework content for K3 in the second school term is relatively difficult. The school is required to remove such content to meet children's developmental needs. Teachers are advised to help children explore play experiences that are worthy of appreciation or reflection when concluding activities, thus stimulating children's thinking and allowing them to consolidate their learning.