

School No.: 159131

Quality Review Report (Translated Version)

**S.K.H. St. Peter's Church Castle Peak
Siu Lun Court Kindergarten**

G/F, Commercial Centre, Siu Lun Court, Tuen Mun, New Territories

25, 26, 27 & 29 October 2021

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region (2022)

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Dates of Quality Review: 25, 26, 27 & 29 October 2021

- 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 affiliated kindergartens under the sponsoring body. They co-organise joint-school activities, teacher training, etc., so that the resources can be shared among them. The leadership team provides suggestions in regard to school development and monitors the school operation effectively through obtaining the information of school circumstances regularly reported by the management. Most of the teaching staff have served the school for years. They cooperate with and support one another. The school has built a stable teaching team, laying a solid foundation for school development.
- 1.2 The school has implemented the school self-evaluation (SSE) culture in its daily work, such as collecting the views of all stakeholders through post-activity interviews, questionnaires, etc., to serve as reference for planning activities in future. The management leads all teachers to conduct SSE at the end of every school year. They review their work in the previous year together and discuss the development plan for the upcoming year. Apart from placing emphasis on strengthening the elements of play in the curriculum in recent years, the school has also actively implemented positive education, including the introduction of external support programmes which help teachers understand relevant concepts. It is conducive to developing a teaching team with positive thinking. The school plans to further provide parents with parent education activities this school year for them to understand positive education, so as to facilitate home-school cooperation. The school devises task objectives from the perspectives of different stakeholders, which is effective in promoting the development plans.
- 1.3 The school communicates closely with parents through diversified channels. It also organises parenting seminars for parents to know and understand the learning situation and needs of their children. The school's parent-teacher association has been established for years. It serves as a bridge between the school and parents and collaborates with the school to plan parent-child activities. Parents are willing to take part in the volunteer services of the school. For example, they share their job experience with children and tell stories to them during thematic activities. They

also actively participate in the lesson observation activities. The school builds good relationship with parents and they work together to nurture children's growth.

2. Learning and Teaching

- 2.1 The school selects themes which are relevant to children's life to design an integrated curriculum. Besides making reference to the teaching packages, it also introduces theme-related picture books progressively in recent years, with a view to arousing children's learning interest by means of stories and games. The school's curriculum is comprehensive that covers all learning areas, and includes the cultivation of children's attitudes and the acquisition of skills and knowledge. The school implements positive education in recent years and regards it as a major concern. It deliberately infuses different elements such as gratitude and kindness in the curriculum to help children develop positive attitude. Meanwhile, the school encourages children to be polite to others in daily life, take initiative to participate in activities and be ready to help others. Yet, in regard to the homework arrangement, the language and mathematics homework designed by the school for K3 children are rather difficult, and its format tend to be like those in primary schools. The school must cancel the homework concerned and continue to design diversified activities for children to suit their development and abilities, so as to consolidate and extend their learning.
- 2.2 The school's daily schedule provides children with whole-class, small group and individual learning opportunities. There is time allocated for art creation every day. However, the school arranges only two days for children to participate in music activities and another two days to participate in physical activities every week. Also, children do not have adequate opportunities to participate in free choice activities every day. The school is required to revise the daily schedule immediately to provide children with sufficient opportunities for music, physical and free choice activities every day so as to facilitate their balanced development. The school provides children with exposure to English and Putonghua through different activities such as games, singing and storytelling. However, the design of some activities mainly focuses on reading vocabularies and phonics repeatedly, which is more like drilling. The school is required to continue to provide a fun-filled and real-life language environment for children to cultivate their interests in learning and using languages.
- 2.3 The school assesses children's learning and development by means of continuous

observation and record-keeping. The school has revised the assessment mechanism in recent years. Teachers assess children's performance in each learning area upon completion of each theme. The assessment items dovetail with the learning objectives. Parents are informed of children's development on a regular basis. Besides, teachers describe children's activity snapshots and analyse their development concretely. They also talk with children to understand the content of their creative craftwork. Hence, parents can understand children's growth from multiple perspectives. Teachers summarise children's performance in different areas of development at the end of the school term. The commentary is positive and specific. The school may consider to provide parents with suggestions for helping their children to have further development. Currently, the school collates the assessment data of children of each class at the end of each theme as reference for reviewing the teaching arrangement. The school is suggested to further consolidate whole-grade and whole-school data so as to inform the curriculum.

- 2.4 The school has put in place a curriculum coordination, monitoring and review mechanism. The management leads teachers to review the curriculum implementation of that year and revise the curriculum outline of the upcoming year at the end of every school year. Teachers of each grade level plan concrete teaching content and objectives through collaborative lesson planning. The management monitors the implementation of curriculum through scrutinising teachers' teaching plans and regular classroom walk-throughs. It integrates the cyclical rationale of SSE into the area of learning and teaching. Yet, the teaching reflection done by teachers mainly describes children's performance and reviews the feasibility of activities, which fails to assess the effectiveness of teaching. The school should lead teachers to focus on the learning objectives and explore the learning effectiveness from children's performance, and use it to inform the teaching arrangement, curriculum structure, etc., thereby enhancing the effectiveness of curriculum review.
- 2.5 Another major concern of the school in recent years is to strengthen the elements of play in the curriculum in order to facilitate children's self-directed learning. The school has enhanced teachers' understanding of play-based teaching strategies through teacher training in the past two years. The key strategy of this year is to enhance the learning environment. The school makes good use of the corridor space outside the classrooms to set up diversified interest corners with a variety of materials, with a view to consolidating and extending children's learning by

attracting them to participate in imitating, manipulative and creative activities. Teachers place toys and teaching aids in the interest corners in the classrooms. However, some corners merely display words and vocabularies while the activities in the exploratory corner lack exploratory elements. The school must review and improve the design of interest corners in the classrooms, and plan the learning environment setup inside and outside the classrooms holistically, with a view to enriching children's learning experiences.

- 2.6 The school designs corner activity log sheets according to the abilities of children of each grade level. Children plan and select the interest corners they would like to enter before free choice activities. Most of the time children are able to record their corner activities afterwards, showing self-management abilities. Children take the initiative to play with peers in the interest corners and get along joyfully, or they focus on constructive activities and creating craftwork alone. During children's free choice activities, teachers mainly walk through and observe, sometimes they participate in children's play. Yet, they rarely lead children to conclude and share the experiences after activities. It is necessary for the management to lead the teaching team to explore the role of teachers in children's play together. Children then can be asked and guided by teachers to share what they have learnt from the activities and get inspired, so as to facilitate their self-directed learning.
- 2.7 Teachers are patient and gentle to children. They help children develop activity routines effectively and support children's diverse needs with individual guidance. Teachers are well prepared for their teaching. Yet, they adopt electronic teaching materials quite often. The school should pay attention to the impact of such arrangement on children's health. Meanwhile, teachers tend to be dominant in teaching that children are given relatively few opportunities to express their thoughts. The school should encourage teachers to guide children to think through open-ended questions, and give them adequate time to share their personal experience, with a view to increasing interpersonal interaction. During physical activities, teachers lead children to learn physical skills. Children are willing to make attempts. Yet, the training session is rather short that it is quite difficult for children to master the skills. In the remaining time of the physical activities, children are free to design ways of play using different physical tools and materials in the physical activity venue. They are engaged in the activities. However, some children like staying in the toy house in the venue, which reduces their opportunities of engaging in physical activities. The school is required to review the above arrangement to

ensure that children are given adequate opportunities to participate in physical activities.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The objectives of the major concerns devised by the school are not clear enough and the strategies and success criteria formulated may be deviated from the objectives. The school should set specific objectives for the major concerns so as to draw up corresponding strategies and success criteria for it to plan its work and review the effectiveness of the plans more effectively. When the school regards the promotion of play-based teaching strategies as a major concern, it should take into full consideration of providing children with adequate play time, setting up vibrant and diversified corner activities and enhancing the effectiveness of teachers' role in play, and then use children's performance to inform the effectiveness of the plan. The school should also review its work in a timely manner so that it can understand the implementation of the work plans in an earlier stage and make adjustment.
- 3.2 The school is required to review the organisation and arrangement of the curriculum holistically and proactively follow up the recommendations of the previous Quality Review to provide a balanced activity schedule for children, aiming to ensure that they have adequate opportunities to participate in music, physical and free choice activities every day. The school must cancel the inappropriate homework in light of children's development and needs. It should also encourage teachers to reflect on the teaching effectiveness with reference to children's performance, and use the results of teaching review and the assessment of child learning experiences to inform the curriculum planning. Moreover, the school should resume peer lesson observation, which was suspended due to the pandemic, to enhance teachers' teaching skills through professional exchanges.
- 3.3 The school has modified the staff appraisal system according to another recommendation of the previous Quality Review. Nevertheless, the school still has to arrange all teaching staff to complete performance appraisals in a timely manner, with a view to helping the school and teachers devise professional development goals and plans, thereby fulfilling the functions of appraisal more effectively. Besides, the school mainly capitalises on external resources to support children in need. The school should encourage teachers to use diversified strategies in their teaching arrangement and activity implementation, so as to cater for the diverse needs of children.