

School No.: 157473

Quality Review Report (Translated Version)

S.K.H. St. Peter's Church Shan King Estate Kindergarten

**No. 1 – 11. G/F, King Kwai House, Shan King Estate, Phase 1,
Tuen Mun, New Territories**

27, 28 & 30 May 2019

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region (2019)

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Dates of Quality Review: 27, 28 & 30 May 2019

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 management understands the school circumstances and considers teachers' experience, abilities and expertise for allocating different duties for teachers to unleash their potential. In recent years, the management has established a curriculum group formed by teacher representatives of different grade levels to coordinate the curriculum together and strengthen the connection among each other, thus enhancing the bridging of the curriculum effectively. The management is willing to consider and accept teachers' views and care about their needs, creating a harmonious atmosphere for communication. A collaborative culture is built which is conducive to promoting the development of the school.
- 1.2 The management leads all teachers to conduct the school self-evaluation (SSE) to review the implementation of its plan and formulate the annual development plan collaboratively. The school strives to facilitate all-round development of children. It started to take enhancing children's interest in art activities as the development focus and strengthened teachers' relevant skills through training in the last school year. Teachers practise what they have learnt to refine the design of art activities in a gradual manner in this school year. The action plan has been properly deployed. In addition, in view of the children's learning needs, the school takes expanding the space for free choice activities and reinforcing moral education as another two major concerns for this school year. The plan has been implemented smoothly.
- 1.3 The school creates a caring and inclusive atmosphere that it respects children's diverse needs and taps community resources properly to provide children with timely support. The parent-teacher association has been established for years to assist the school in implementing various parent-child activities so as to gain the concerted efforts of parents. Home-school relationship is well developed that teachers communicate with parents proactively to get them informed of their children's learning performance and the development directions of the school. Recently, the school has enhanced parent education progressively. It arranges seminars for parents to deepen their knowledge in parenting in an attempt to promote home-school collaboration.

2. Learning and Teaching

- 2.1 The school devises a comprehensive, balanced and integrated curriculum based on themes by making reference to the *Kindergarten Education Curriculum Guide* and teaching packages while taking into account of children's abilities and life experience. According to the teaching themes and festivals, the school organises visits, snack-making, celebrations, etc., to enrich children's learning experience. The school has gradually reduced the amount of copying assignments in recent years for providing children with more time to engage in diversified learning activities. Yet, some assignments are still rather difficult which cannot meet children's learning needs. The school is required to make improvement and delete inappropriate assignments. The daily schedule of the school is balanced in general. Children not only have whole-class and individual learning time every day, but they also have sufficient opportunities for music, physical, art and free choice activities. However, the school fails to arrange free choice activities for K3 children daily during the period for children to experience primary school life, making the daily schedule a bit imbalanced. The school should refine the relevant arrangement to ensure that children have sufficient opportunities for self-directed learning on a daily basis, with a view to promoting their all-round development.
- 2.2 The school assesses children's development and learning performance using continuous observation and keeping records. The assessment covers all learning areas. The school develops learning portfolios to maintain records of children's learning assessment information and artworks, which can help parents understand their children's learning and development progress. The school has revised the assessment arrangement in collaboration with other kindergartens of the same sponsoring body in recent years. The frequency of distributing the assessment reports to parents has been increased with the hope of informing parents of their children's learning promptly. Yet, the design of the assessment tools is a bit complicated that teachers are still getting used to it. The management must steer teachers to understand the rationale of child assessment and review the effectiveness of the assessment mechanism in an ongoing manner. Teachers follow up the development progress of individual child with reference to the assessment information; however, the school has not yet collated and analysed the overall performance of children. The school should actively follow up the recommendations of the previous Quality Review (QR) regarding using the child assessment information to inform curriculum planning.

- 2.3 The school intends to arouse children's interest in art activities and has taken this as the major concern in these two school years. The school joined a support programme to enhance teachers' skills and confidence in designing art activities in the last school year. The school revises the learning content in this school year and let children try different techniques in art and have more opportunities to create freely, thereby encouraging creativity. Besides, the school arranges children to observe different artworks to broaden their horizons and enhance their imagination. Children are devoted to the art activities and are eager to use different colours and materials to convey their ideas. They introduce their work to others proactively. The work plan is implemented smoothly with initial impact. The school may further provide more diversified art materials to attract children to create and explore so as to develop their potential. Teachers display children's work in the campus and exhibit the art work made by all children of the school in the lobby, which is conducive to developing children's sense of belonging to the school.
- 2.4 In respect of curriculum management, the management and the curriculum group discuss the teaching objectives collectively. They grasp the teaching in each class by classroom walkthroughs and scrutinising curriculum documents, and then provide suggestions for improvement. Upon completion of a theme, teachers share their teaching experience at the grade-level meetings and write activity records for future reference. Yet, teachers lay stress on recording the activity progress while the teaching effectiveness is seldom reviewed. As a result, they fail to feedback the design of the curriculum effectively. The management must lead teachers to review the learning effectiveness according to the teaching objectives and children's performance. Concrete suggestions for improvement should be made to enhance the effectiveness of review. The school determines to improve the teaching quality in recent years. It arranges different support programmes for teachers to enhance their professional capability. Teachers practise what they have learnt willingly. The school is going to conduct peer lesson observation to provide more opportunities for the teaching team to observe and learn among themselves, thus enhancing the team's professional level. The plan is on the right track.
- 2.5 Teachers design the interest corners in the classroom by themes. Sufficient amount of manipulative and exploratory materials are in place to arouse children's interest in engaging in the activities. The school places emphasis on improving the diversity of the interest corners and increasing children's activity space, and has taken these as the development focuses of the school year. It makes use of the walls of the

corridors to set up constructive, sensory and creative games. During free choice activities, children can choose to play at the corridors and take part in activities with children from other classes. The activities are conducted in orderly manners with good atmosphere. The plan helps increase the types and space of free choice activities, and the effect is noticeable. When children are engaging in free choice activities, teachers often walk through and observe them. Some teachers intervene or participate in children's activities. Teachers may further explore their roles in the activities in order to provide suitable guidance for children to stimulate their motivation in exploration and inspire their thinking. Currently, children have few opportunities to share their thoughts after activities. Teachers are recommended to arrange time for children to share their learning experience with peers, with a view to enhancing the effectiveness of self-directed learning.

- 2.6 Teachers are amiable and friendly. They often provide commendation and encouragement to children, and take note of their learning differences. Teachers keep in contact with parents to understand children's development progress so that they can provide individual guidance to children when necessary. Teachers use real objects, models, pictures as teaching aids. Nevertheless, when teachers are using electronic teaching materials, part of the preset content does not meet children's abilities and life experience. Hence, the learning effectiveness is affected. When teachers use these electronic teaching materials, they must select suitable content that ties in with children's daily experience so as to support learning and teaching. In tandem, teachers should prevent children from using electronic screens for a long period of time, as this may pose health risks to them. During some activities, teachers talk for a rather long time, which is difficult to sustain children's concentration. Teachers must pay attention to children's performance and adjust the teaching pace and content flexibly to make sure that children enjoy the activities. Most children can participate in physical activities actively. Yet, children are allowed to select games in the family corner at the same time, resulting in slightly insufficient amount of physical exercises for them. Teachers are required to review the activity arrangement, and to ensure that children are provided with adequate opportunities to engage in physical activities to stretch their body parts as well as build up their physique, thereby facilitating their balanced development.
- 2.7 Children enjoy going to school and show self-confidence. They are friendly to peers and help one another as well as respectful to teachers. Children have good self-care abilities. They are able to put on and take off their clothes, have meals by

using tableware and pack the used items on their own. The school has set enhancing children's moral development as another major concern of the school year. It encourages children to practise good behaviour through religious activities and morning assemblies. However, the school has not yet formulated concrete task objectives from the perspective of children's developmental needs. The school should further analyse children's abilities and needs to identify the areas for improvement and map out the focuses of its work, so as to help devise appropriate strategies to enhance the effectiveness of the plan.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The school has established the SSE culture and embedded SSE in its daily practices. In formulating its development plan, the school must formulate concrete and specific task objectives, map out focused working strategies and appropriate success criteria in accordance with the nature of the plan and the needs of stakeholders, so as to enhance the effectiveness of SSE.
- 3.2 The management must steer teachers to further improve their ability in teaching evaluation so that they can take into account of children's performance to review the appropriateness of the activity, the assignment content and the arrangement of facilitating the interface between kindergarten and primary school, etc. The management must plan the improvement work in collaboration with teachers. The school should refine the arrangement for the assessment of child learning so as to enable teachers and parents to clearly understand the rationale and practices of the child assessment. Meanwhile, the management should take forward the recommendations of the previous QR to use the child assessment information to inform the curriculum.
- 3.3 The teaching team is eager to in learn and willing to share. Building on this foundation, the management could set up systematic school-based training and a culture of sharing in a step-by-step manner, so as to provide teachers with more opportunities to share their experiences and enhance their professional development. In regard to the work related to parents, the school has enhanced parent education gradually in recent years for providing parents with more parenting information. The school is advised to provide more chances, such as lesson observation and school activities, for parents to understand their children's development and learning needs so as to facilitate home-school collaboration.