

School No.: 325600

Quality Review Report (Translated Version)

**S.K.H. Holy Trinity Church
Tsang Shiu Tim Kindergarten**

G-2/F, 135 Ma Tau Chung Road, Kowloon

13, 14 & 16 January 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: 13, 14 & 16 January 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 and supports the school development. It maintains close liaison with the management and understands the school needs through regular meetings and school visits while providing professional advices on aspects such as financial affairs and school projects. The management has extensive administrative experience. It communicates closely with staff members and thinks over teachers' preference and expertise when allocating tasks. The management assigns teachers to take charge of different functional groups and changes their positions regularly for them to take turns to participate in curriculum coordination, enabling teachers to fully grasp the school operations. The school attaches importance to teacher training. According to the school-based development needs and those of the teachers, the school provides professional training activities, including exchange and observation activities outside Hong Kong, to enhance the professional capacity of the team.
- 1.2 The school recognises the rationale of school self-evaluation (SSE). It adopts a whole-school approach to review the effectiveness of the work in each domain and the major concerns, and then jointly devise development plans. The school has regarded facilitating children's learning through exploration as its major concern in recent years. It has brought in external support to train teachers and in the meantime employs curriculum adaptation as a primary strategy. The school has strengthened home-school cooperation since the last school year. It has organised parent-child simple learning tasks to encourage parents and children to gather different materials for exploratory activities. In this school year, the school mainly helps the team

practise the acquired knowledge from training while equipping newly recruited teachers with relevant teaching skills. Nurturing children's positive characters has been another major concern of the school in recent years. The school has fostered children's moral development through different learning activities. In tandem, it has held parent education activities to let parents master the skills in communicating with their children, thereby building a positive and harmonious parent-child relationship. Overall, the school implements the related work according to the development plans.

- 1.3 The school has an explicit mechanism in place for identifying and referring children with special needs. It also makes good use of the resources of the organisation and the community to let the children receive appropriate support the soonest. Teachers actively collaborate with professionals to cater for children's learning needs. Taking care of the newly admitted children, the school holds parents' meetings and prepares a newcomer induction booklet for parents to understand its class arrangement and assist their children in getting ready for kindergarten. Orientation activities for children are scheduled before school starts, and progressive lesson time is also employed at the beginning of a school year to facilitate children's integration into school life. Through multiple channels like daily conversations, phone calls and questionnaires, the teaching team keeps close contact with parents so that parents can understand the school's development directions and their children's learning. Parent volunteers often help the school carry out various activities. Parents trust and support the school. They work hand in hand with teachers to foster children's growth.

2. Learning and Teaching

- 2.1 With reference to the teaching packages and external teaching resources, the school

designs an integrated curriculum using themes. The curriculum content covers all learning areas. Teachers select suitable books that tie in with the themes to share with children. They also organise off-campus visits and experiential activities to enrich children's learning experiences. In recent years, the school has put a great effort into promoting Chinese culture. It has designed a variety of activities regarding Chinese festivals, art and folk toys, and invited parents to participate in festive activities and read with their children, guiding children to appreciate and experience traditional culture. Children are given whole-class, group and individual learning opportunities every day. However, they cannot take part in music and physical activities daily, and have to complete the assigned learning activities during free choice activity sessions, resulting in inadequate opportunities for choosing corner games freely. The school must continue to follow up on the recommendations of the previous Quality Review to improve the arrangements of the daily schedule and free choice activities so that children can learn in a more comprehensive way. Learning by subjects is conducted in the primary one adaptation week and the school is required to revise such practice with a view to adhering to the rationale of kindergarten integrated curriculum. In respect of homework, some of the content in Language and Early Childhood Mathematics for K3 children is too difficult and must be removed.

- 2.2 The school has established a mechanism for the assessment of child learning experiences. Teachers jointly set appropriate assessment items and criteria based on the thematic objectives. They adopt continuous observation to assess children's performance and demonstrate children's learning through thematic assessments and activity comments. The school invites parents to record their children's living habits and attitudes at home for teachers to get hold of children's development comprehensively. Teachers meet with parents on a regular basis to keep parents

informed of the learning progress of their children and give them suggestions on fostering child growth. The team utilises the child assessment information to understand the performance of individual children and render assistance. Such information also serves as a reference for informing the curriculum.

2.3 The management leads teachers to develop the curriculum. By attending meetings, scrutinising teaching documents and conducting classroom walkthroughs, it understands the curriculum implementation and gives teachers guidance and support. Teachers reflect regularly and conduct grade-level teaching reviews upon the completion of a theme. The team revises the curriculum planning and activity design in each school-term meeting. As shown in the documents, much weight was put on thematic and group activities in teaching reflections. The team is advised to examine different types of activities so as to holistically review the effectiveness of the curriculum implementation. Moreover, teachers mostly described the implementation of the activities and children's performance in the reflections but seldom identified areas for improvement. The management could sharpen teachers' reflection skills, including evaluating the activity effectiveness against the learning objectives and children's performance, and making and carrying out specific recommendations for improvement, to enhance the efficiency of learning and teaching.

2.4 The school is commodious and has sufficient space for various kinds of learning activities. A large collection of books is provided for children to borrow and read, and there are bookcases in every floor and classroom. Teachers place the books based on themes to encourage children to read during free choice activity sessions and before class. A garden plot managed by parents is set up at the entrance of the school for children to observe the growth of vegetables, harvest them and savour the yield. The corner activities in classrooms are in line with the themes, which is

conducive to consolidating children's learning. For instance, under the Chinese New Year theme, teachers let children learn New Year greetings and the Chinese zodiac. Children use assorted snack box and teaware to simulate paying a New Year call, and say thank you when receiving red packets with both hands. The team records the teaching aids and ways to play for the corner activities in words and photos, which helps pass on experience. Nevertheless, the team could include the learning objectives of the activities in order to better plan and review the effectiveness of corner activities.

2.5 The school has regarded facilitating children's learning through exploration as its major concern in recent years. Teachers pay attention to children's curiosity or views on their surroundings to guide children to think about life-related issues, explore feasible solutions, and design and make products. From the document records, children used rolling chairs to make a device similar to a roundabout after experiencing the play equipment of a park. They stuck lightings on clothes to make glowing dance costumes, and wrapped the back of the chairs with soft materials to reduce the noise when the chairs fell over. Yet, some activities require participants with a rather high level of production skills, and therefore teachers and parents have to render a lot of assistance. The team is advised to align with children's development to guide them to raise proper life issues, explore solutions within their capabilities, cultivate an inquisitive mind about their surroundings as well as enhancing their self-confidence and self-efficacy.

2.6 Nurturing children's positive character has been another major concern of the school in recent years. The school has organised different mixed-age activities such as Lunar New Year fair and Christmas celebrations. Children take care of younger schoolmates and express gratefulness to parents to foster communication among children and practise gratitude. As observed, teachers shared stories to enable

children to learn about how to care for others. They also encouraged children to face problems with a positive mindset, taught children to love and share with others while giving timely compliments to reinforce children's good behaviour. Children help teachers put away items after activities, showing a sense of service. Children take the initiative to greet people and play with peers, getting along well with one another. They send care and blessings to others through different activities. The effectiveness of the plan is evident.

2.7 Teachers are kind and amiable. They communicate clearly and draw children's attention with different voices. Children are eager to express themselves and respond to teachers' questions enthusiastically. The team designs physical activities for children and provides items to motivate children to create games. Children are engaged in the activities and have an adequate amount of exercise. Nonetheless, the school should avoid skill drills and let children grasp basic body movements through more diversified and interesting activities. During music activities, teachers lead children to sing, perform rhythmic movements, beat time with musical instruments, etc., to foster children's aesthetic development. In the activity review sessions, children give a brief account of the free choice activities that they like or have taken part in. Teachers could invite children to share their gains in games or the creative ideas behind their works, facilitating children's collation and consolidation of learning. The teaching team should also employ suitable classroom management skills to help children build classroom routines, hence increasing the learning effectiveness. Furthermore, it must provide children with proper safety measures in light of the activity design and learning environment.

3. Recommendations for Enhancing Self-improvement of School

3.1 The school has implemented the major concerns of recent years for quite some time,

and could regularise the well-developed strategies. When devising major concerns, the team is advised to set success criteria that align more closely with the work objectives for assessing the effectiveness of the plans. The team could also plan progressive work foci of the next stage according to the review findings so as to promote the continuous improvement of the school.

- 3.2 The school has been striving to promote the curriculum development in recent years. Yet, it must review the homework design and remove the inappropriate content to meet children's development and needs. The school is required to improve the arrangements of the daily schedule and free choice activities, and revise the planning of the primary one adaptation week. The management is recommended to enhance teachers' skills in conducting teaching reflection and reviewing games to facilitate children's learning. The teaching team should help children build classroom routines and provide them with proper safety measures in view of the design and environment of various activities.