

School No.: 559768

Quality Review Report (Translated Version)

St Andrew's Catholic Kindergarten

Sheung Ning Road, Area 37, Tseung Kwan O, Sai Kung, New Territories

12, 29 November & 10 & 12 December 2019

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region (2020)

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Dates of Quality Review: 12, 29 November & 10 & 12 December 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 leadership team monitors the school effectively and provides sufficient support. It leads the school to work closely with the affiliated schools under the sponsoring body to promote the development of administration as well as learning and teaching collaboratively. By means of organising joint-school teacher training activities and setting up a resource sharing platform, the leadership team encourages the schools to share educational information and work experience so as to facilitate learning among one another and make progress together. The school has a clear organisation structure with authorities and responsibilities well defined. There are abundant teaching resources in place which is beneficial for teachers to design diversified learning activities. The management is open-minded, and it listens to staff's views and builds a stable team. It also values the nurturing of talents by selecting teachers to take part in administrative and curriculum coordination work while arranging training and peer school visits to facilitate teachers' professional development. There is also a well-developed induction mechanism to arrange experienced teachers to support new recruits, so as to help new teachers adapt to their work environment as soon as possible. Teachers are accountable for their actions, they work with concerted effort to promote the school's development.
- 1.2 The school sets up a mechanism to identify children's special needs and provide referral services according to children's circumstances so as to provide timely support for children in need. The school uses diversified communication channels, such as uploading the school's annual report and work plan to the school's website for parents to understand the school's development. The school also provides appropriate parent education to help parents understand better ways to teach their children. There are lesson observation activities arranged for parents. Parents are also invited to tell stories in the school. These activities enable parents to understand their children's learning. The parent-teacher association acts as a bridge for home-school communication and pools parents' efforts effectively to assist the

school in organising activities. Home-school cooperation has delivered positive results. The school works with parents to foster children's healthy growth.

- 1.3 The school has embedded the culture of school self-evaluation (SSE) in its daily work. Through conducting review and making improvement, it enhances the work effectiveness continuously. At the end of the school year, the management leads teachers to summarise and analyse relevant evidence to review the work effectiveness in different aspects while formulating the annual work plan in light of children's learning needs. In these two years, the school regards facilitating children's language development as the major concern. Last school year, it placed emphasis on helping children use appropriate words to express their thoughts. This school year, it designs a variety of interactive play to strengthen children's language expression abilities. The school deploys implementation strategies from different aspects and collects information about children's performance to review the effectiveness of the work plan. In tandem, it takes follow-up actions to make improvement, the work plan can hence achieve the preset target.

2. Learning and Teaching

- 2.1 The school makes reference to the teaching packages to determine the learning content and designs an integrated curriculum with themes. The curriculum covers all learning areas and includes project activities according to children's life experiences and interests to arouse their curiosity about learning. The school makes good use of the garden on the campus to arrange planting activities for children to observe the growth of plants, and learn to respect and cherish life. In line with the learning themes, the school arranges visits, festive activities, etc., to enrich children's life experiences. The curriculum is comprehensive. The school provides children with different kinds of activities every day. Yet, it fails to arrange sufficient music, physical play and free choice activities for children daily. Besides, the school arranges primary one adaptation activities for K3 children at the end of the school term. Some homework is slightly difficult that the school should make adjustment accordingly so as to meet children's learning needs.
- 2.2 The school formulates the assessment of child learning experiences in alignment with the curriculum objective. There are assessment guidelines and criteria in place to help teachers grasp ways to observe and assess children's performance. The school develops learning portfolios for children to maintain records of children's work and

the assessment information from continuous observation. Parents' observation records of children's performance are also included to display children's learning from different perspectives. Each school term, teachers consolidate all related information to summarise children's performance in different development areas for parents to understand their children's learning progress. The school uses the assessment results to inform teaching and validate the effectiveness of the work plans, which is able to achieve the purpose of assessment for children's learning and facilitating their all-round development.

2.3 The school has set facilitating children's language development as the major concern in recent two school years. Last school year, teachers designed language games to help children use appropriate vocabularies to express their thoughts. In tandem, they encouraged parents to read and discuss the book content with their children to increase children's opportunities of verbal expression. This school year, teachers add interactive play in the teaching activities and often provide opportunities for children to discuss with peers. They also design simple tasks for parents to talk with their children more, thereby strengthening children's verbal expression abilities. The school formulates clear objectives for its work plans and concrete implementation strategies. Children talk with peers and teachers from time to time, they are happy to describe their life experiences and express their thoughts with logical explanation and self-confidence. The effectiveness of the work plan is gradually seen.

2.4 The school attaches importance to the environment set-up. It makes good use of the corridor and classrooms to display children's work and activity photos. Children can often view and revisit their learning experiences. Teachers set the classroom environment and the walls of the corridors outside, with materials placed therein for children to observe, manipulate and explore. Children have adequate activity space to play alone or with peers. Children observe the rules of the corner activities. They choose different materials and apply the acquired skills to create artworks. They also engage in simple experiments to explore the characteristics of the materials. They like to be engaged in role-play with peers and are devoted to different manipulative play. After activities, children clean up the used items by themselves to keep the classrooms neat and tidy, showing good self-care abilities. Teachers walk through to observe children during activities and give them guidance and encouragement as necessary. In the concluding session, teachers lead children to look back on the activities on that day to consolidate what they have learnt. They

also encourage children to introduce their work or discoveries in the activity process to peers, which helps cultivate their positive attitude to share with others.

- 2.5 The school arranges training for teachers and prepares them to carry out integrated music and physical activities. Meanwhile, the indoor play area and multi-purpose activity room are turned into activity venues. From observation, the indoor play area is more spacious than the multi-purpose activity room and diversified physical facilities are in place. In view of the venue setting, teachers design the activity focuses with either physical or music elements that they cannot fully apply the acquired skills for the integrated music and physical activities. Besides, teachers sometimes put too much emphasis on talking with children for the sake of meeting the objective of facilitating children's language development. This leads to inadequate opportunities for children to engage in music or physical play.
- 2.6 The management pays attention to the trends of education development. It leads teachers to refine the curriculum design continuously and arranges collaborative lesson planning to solicit teachers' capacity to design diversified learning activities with concerted effort. The management understands the curriculum implementation through lesson observation, participating in teaching, scrutinising documents, etc., while giving timely guidance and support. The school arranges children of the same grade level who are in the two classrooms to have same music, physical and free choice activity sessions. Half of each class stays in their own classroom for free choice activities, while the rest of the children engage in integrated music and physical activities under mixed-class mode. This arrangement can let children take part in free choice games in a more spacious environment in the classroom, while the mixed-class mode for conducting integrated music and physical activities enables children in different classes to learn interactively and build friendship with one another. On the other hand, teachers of the same grade level can work together to design and conduct activities. Hence, they have more opportunities to observe and share experience among themselves, thereby enhancing their professional development. The management leads teachers to arrange activities by making flexible use of the venues. Nevertheless, it should review the weaknesses of the arrangement for the integrated music and physical activities and provide a balanced daily schedule for children, so as to ensure that children have adequate free choice activities as well as music and physical play for facilitating their healthy development psychologically and physically.
- 2.7 Teachers use pictures and real objects as teaching aids to help children understand

the learning content. They also add role-play to make the activities more fun-filled. Teachers' instruction and demonstration are clear. When they facilitate discussion, they are good at asking questions to inspire children's thinking. Teachers arrange appropriate English and Putonghua activities which include stories, conversation, play, etc., to create a relaxing and joyful learning atmosphere. Children can listen to and understand what teachers talk and they are willing to respond to the questions by using simple English or Putonghua. Teachers design theme-related sensory play to promote children's learning while using unwanted domestic items to make teaching materials or for children's play, so as to teach children to treasure resources.

2.8 Teachers are kind and often praise children. Teachers lead children to give encouragement to their peers after they share their thoughts, in order to teach children to appreciate one other. Teachers pay attention to learner diversity. They provide more individual guidance according to children's needs, design games with different levels of complexity and adjust homework. In this way, children are enabled to develop a sense of achievement in learning. Children actively participate in different activities. They respect teachers, and show love and care among peers. Children play together, filling the campus with a joyful learning atmosphere.

3. Recommendations for Enhancing Self-improvement of School

The school promotes the development of learning and teaching actively. In response to the recommendations of the previous Quality Review, the school arranges training for teachers to enhance their skills in designing integrated music and physical activities. Yet, the school still has to improve the design for its integrated music and physical activities and adjust the daily schedule, with a view to providing children with adequate free choice activities as well as music and physical play. Besides, the school should delete the inappropriate homework during primary one adaptation activities so as to meet children's learning needs.