

School No.: 213632

Quality Review Report (Translated Version)

**St Anthony's Anglo-Chinese Primary School &
Kindergarten**

1/F., Fu Ga Building, 7-13 Yat Fu Lane, Western, Hong Kong

24, 25 & 27 October 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: 24, 25 & 27 October 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 has the support of the leadership team and maintains close liaison with the affiliated schools of the organisation to plan the curriculum content collaboratively. It capitalises on the professional capacity in taking forward its sustainable development. The administrative management system of the school is clear and organised and staff members discharge their duties properly, leading to smooth day-to-day operations. The management has set up open communication channels. It is willing to listen to and accept staff members' views while encouraging team members to cooperate with and support one another, creating a caring school culture effectively. Teachers are arranged to take turns to participate in coordination work so that they can have the opportunities to showcase their talents. In tandem, the management often gives positive feedback and proper guidance to teachers, helping them understand their own strengths and direction of improvement. Team members work as one for continuous self-improvement, enhancing the quality of education.
- 1.2 The school has followed up on the recommendations of the previous Quality Review to refine the planning of the curriculum and daily schedule to foster children's balanced physical and psychological development. The management leads the team to review on different areas of school work and gather the views of stakeholders regularly. Furthermore, it draws up the annual development plans based on the school self-evaluation (SSE) findings and the school context. In recent years, the school has regarded fostering children's moral development as the major concern. In this school year, it enhances promotion of Chinese culture to deepen children's understanding of the country and cultivate their sense of national identity. In addition, the school considers refining the arrangements of physical activities to strengthen children's gross motor skills as another major concern of this school year. Through facilitating teachers' professional development, improving the design of teaching activities, synergising parents' participation and other strategies, the school

implements various plans in a step-by-step manner.

- 1.3 In respect of providing support for children, the school has a mechanism to identify children with special needs. It also solicits external resources to let children receive timely follow-up and assistance. The school values home-school cooperation and adopts effective methods to keep parents informed of its development direction and children's performance at school. Parent seminars and workshops are held to improve parents' child-rearing skills, thereby enhancing their competence in parenting. Teachers design diversified parent-child simple learning tasks, such as arranging parents to assist their children in making creations about their daily life and play experiences to be shared with their peers in class, or searching for and making records of the green facilities in the community, as well as encouraging parents and their children to lead a green life. In this way, children's learning and their relationship with parents are successfully fostered. Besides, the school is keen to organise cross-generation activities. For instance, it invites grandparents to school to attend children's birthday party, and decorate plant pots and look after the plants with children so as to enhance the understanding and communication between generations. Parents support the school mission and are willing to take part in various parent-child activities. They join hands with the school to support children's healthy growth.

2. Learning and Teaching

- 2.1 The school makes reference to the teaching packages to formulate an integrated curriculum using real-life themes. Picture books, project learning, etc., are also incorporated into the curriculum to cultivate children's positive values and attitudes as well as their acquisition of skills and construction of knowledge. In order to build a positive self-image in children, the school assigns children to be little leaders to receive their peers at the school entrance, present weather conditions and help teachers lead warm-up exercises during morning and afternoon assemblies. Moreover, they take care of their peers of other grade levels in festival activities and play together. There is sufficient time for children to participate in a wide range of learning activities to foster their balanced development. However, some homework content of Early Childhood Mathematics of K3 in the second school term is too difficult. The school must revise and remove the inappropriate homework content to meet children's developmental and learning needs.
- 2.2 The school assesses children's learning and development through continuous

observation. It creates learning portfolios for children to systematically maintain various types of assessment and learning activity information, as evidence of children's growth. Teachers utilise the assessment forms to demonstrate children's performance in thematic learning as well as documenting children's development in different learning areas clearly in pictures and words. They make specific suggestions according to children's individual needs to enable parents to take follow-up actions. The school consolidates the assessment information to get a grasp of children's development, thereby planning strategies to support children and direction of curriculum development.

- 2.3 A curriculum management mechanism is in place in the school. The management leads teachers to conceive suitable teaching content and strategies that are in line with the rationale of the school-based curriculum. It strives to help children develop their cognitive abilities and encourages them to explore their surroundings as well as contemplating different kinds of solutions to problems. The management keeps track of the curriculum implementation through scrutinising curriculum documents, conducting classroom walkthroughs and so forth. It gives advice to teachers on teaching arrangements and recognises their good performance in teaching. The management often renders assistance in class and shares its experiences through teaching demonstration to facilitate the professional exchange among team members. Teachers have reflective ability. They are able to analyse the teaching effectiveness based on children's performance, revise the activity design in a timely manner as well as reviewing and adapting the curriculum in regular meetings. All these are conducive to promoting the continuous development of learning and teaching.
- 2.4 The school has put a great effort into fostering children's moral development. It took cultivating children's good character as its major concern in the last school year. It organised teacher and parent training, incorporated relevant elements into different learning activities and purchased the teaching packages of moral games, thus employing strategies in multiple aspects to encourage children to do good deeds in daily life. Children did sharing on the things that they were grateful for during morning and afternoon assemblies and in the log book, learning to express gratitude to people around them. Children finished all the food on their plates in snacktime and lunchtime to develop an attitude of treasuring food. They did volunteer work with parents to show care and give blessings to people in need, displaying a spirit of care and support. Building on the successful experiences of last year, the school continues to strengthen moral education in children this school year. Experiential

activities of Chinese culture are also included to deepen children's understanding of the country and cultivate their sense of national identity. The school arranges for K3 children to take turns to be the flag-bearers and holds the national flag raising ceremony on a regular basis so that children can learn to follow the warranted etiquette and show respect for the country. Additionally, teachers introduce children to traditional Chinese sports like cuju and pitch-pot in morning and afternoon assemblies. They encourage children to play such sports during free choice activity sessions to deepen their experience in Chinese culture.

2.5 The school environment is neat and comfortable. Teachers make good use of the campus space to set up diversified interest corners and place plentiful materials and toys inside for children's access. Some of the teaching aids are of different levels of complexity to suit children's preference and pace of learning. As observed, teachers decorated the imaginative play corner as a jungle. Children used building blocks to assemble a giraffe that could eat the leaves on a tree. They learnt the concepts of tall and short through manipulation and tried to solve problems, showing an inquisitive mind. Children simulated taking care of different pets and prepared proper food and equipment according to the pets' living habits. Alternatively, children role-played as abandoned dogs and expressed their feelings, nurturing the right values of animal protection and respect for life. In the reading corners, children read theme-related books attentively or listened to teachers' stories, developing their interest in reading. Children visited the exploratory corners to observe and record the growth of insects. They made drawings based on the features of animals and insects and then admired the work of one another and play guessing game, demonstrating keen observation. Teachers joined in children's games. They inspired children's learning through demonstration and guidance while observing children's needs to provide appropriate support. Children recorded their corner engagement after the activities, learning self-management. They shared what they had discovered and how they solved problems during the games, hence consolidating and extending their learning.

2.6 Teachers are conscientious in preparing lessons. They leverage stories, pictures, props and so forth to facilitate teaching and motivate children to learn. Teachers design role-play activities meticulously to put children in others' shoes so as to evoke their empathy. Teachers ask children questions to stimulate them to think from different angles while developing their innovative mindset gradually. Teachers have a good rapport with one another. They mutually support each other during

teaching so that activities are carried out more smoothly. Children are interested in learning. They respond to teachers' questions eagerly and are active in exploring and trying new things. During music activities, children and peers sing, perform rhythmic movements and tap musical instruments with enthusiasm. They are also willing to unleash their imagination in expressing their ideas through tones and body movements, enjoying the fun of musical experiences. In alignment with the major concern of this school year, the school progressively purchases physical equipment and organises training for teachers to enhance the school-based physical activities. Children are divided into groups and arranged to play physical games with different facilities and equipment, strengthening their physical fitness. Children role-play as animals in the jungle to transport their food home by star jumping and moving the wheels forward. Alternatively, they roll along the mat to simulate having a mud bath or scratching itchy body parts, thus developing their body control and coordination through interesting and theme-related scenarios. Nonetheless, learning content of English and Putonghua is incorporated into some of the existing music and physical activities, affecting the original activity design. The school must examine the situation to ensure the learning effectiveness of music and physical activities.

- 2.7 Children enjoy their happy school life. They get along well with teachers and peers, caring for and helping one another. The self-care abilities of children are good as they are able to put on and take off their shoes and coats on their own, wash their hands with liquid soap and water before eating, and put away the items and tableware after use neatly to keep the environment clean and maintain personal hygiene.

3. Recommendations for Enhancing Self-improvement of School

The school has laid a good foundation for SSE and applied the inter-connected self-evaluation process, viz. planning, implementation and evaluation in promoting its development work. It may make key records of the review of major concerns for future reference and follow-up. The school should also examine the design of some of the music and physical activities with a view to enhancing the activity effectiveness. In tandem, the inappropriate homework content of Early Childhood Mathematics for K3 in the second school term has to be removed to meet children's developmental and learning needs.