

School No.: 319562

Quality Review Report (Translated Version)

St. Barnabas' Church Kindergarten

G/F - 2/F, 71 Shui Wo Street, Kwun Tong, Kowloon

9, 10 & 12 June 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: 9, 10 & 12 June 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 maintains close contact with the management to get hold of the school situation and formulate policies on human resources, financial management and other affairs as well as rendering timely professional advice. As personnel changes have taken place in recent years, the management has realigned the teaching team's duties and established channels for disseminating information and collecting staff's views, which is conducive to team collaboration. The school has a well-defined appraisal system in which channels for self-evaluation are provided, fostering staff members' self-improvement and mutual support. The management considers teaching staff members' opinions when assigning work and arranging training, and encourages them to leverage their strengths. All these are effective in strengthening their professional competence.
- 1.2 The school has developed a school self-evaluation (SSE) mechanism and reviews the work effectiveness regularly during meetings. The teaching team devises a school development direction that aligns with the development trends in kindergarten curriculum. This school year, the school stipulates three work foci which include enhancing moral cultivation, facilitating children's language development and sharpening teachers' skills in conducting music activities. Members of the team have a consensus on work objectives and implement the tasks in an orderly manner. The plan has achieved the expected results.
- 1.3 The school has measures in place to support children with diverse backgrounds and needs. For example, it organises parent-child adaptation activities to help newly

admitted children integrate into school life. It also refers children with special needs to undergo professional assessments and counselling services as soon as possible. Teachers grasp the family background of children and offer relevant parenting recommendations. To support non-Chinese speaking (NCS) families, the school issues Chinese-English school notices, assessment reports and so forth to assist parents in understanding the school affairs and their children's learning. Teachers conduct group learning activities for NCS children to consolidate the knowledge acquired from themes while arranging visits for NCS children to deepen their understanding of the facilities in the vicinity and local culture. The school offers multiple communication channels to liaise with parents and invite them to observe and experience lessons at school. Apart from helping parents understand children's learning, the school also sharpens parents' parenting skills by organising educational seminars or workshops tailored to their interests and needs. Building on the trust and support of parents, the school establishes a parent-teacher association this school year to further strengthen the connection between parents and school, which is favourable for nurturing children's healthy growth.

2. Learning and Teaching

2.1 The school designs an integrated curriculum that covers all learning areas using real-life themes. The curriculum accommodates the cultivation of values and attitudes, as well as the acquisition of skills and knowledge in children. The school attaches importance to children's moral development and regards this as its major concern of this school year. Teachers set different moral foci every month and guide children through story sharing and learning activities to pay attention to and show concern for people in need nearby. The curriculum also incorporates content on filial piety and showing gratitude for everything to help children cultivate good virtues. To

promote Chinese culture, teachers design learning activities that meet children's interests, such as paper cutting and Peking opera mask making, to introduce them to traditional Chinese art. By attending the national flag raising ceremony, children learn to follow the warranted etiquette and attitude during the ceremony, hence gradually developing a sense of national identity.

2.2 There are daily integrated music and physical activity sessions in the school. That said, such activity mostly emphasises music or physical elements and cannot fully serve the purposes in terms of the integrated music and physical design. In tandem, no free choice activities are arranged for children on the Activity Day every Friday, resulting in fewer opportunities for self-exploration. Additionally, K3 children engage in subject-based learning activities during the kindergarten-primary transition activity. Such practice is inappropriate. The school is recommended to refine the curriculum planning to ensure a balanced daily schedule. Although the school has progressively reduced the amount of repetitive copying in recent years, some pieces of Language and Early Childhood Mathematics homework for K3 are still excessively difficult. K3 children engage in mock dictation in the second school term. The school must cancel dictation activities and remove those too difficult homework in order to avoid exerting unnecessary pressure on learning.

2.3 The school continuously observes and records children's performance. Every school term, parents are informed of their children's learning through face-to-face meetings. However, some assessment items at the end of the school term are not specific enough and fail to accurately reflect children's holistic learning and development. Some assessment criteria are the same across all three grade levels, which is incompatible with the progress of children's development. The school is required to make revisions and devise explicit assessment content based on children's learning. Meanwhile, the school must steer the team to collate and analyse the

assessment information to feedback on the curriculum so that the assessments can foster learning.

2.4 The school has a curriculum management mechanism. The management understands the thematic learning content and arrangement of teaching activities by attending meetings and scrutinising teaching documents. It also organises peer lesson observations aligned with the major concerns to allow teachers to exchange teaching experiences, which is conducive to the implementation of work plans. The management leads teachers to stipulate a curriculum outline. Teaching team members jointly plan lessons, discuss the activity design and the set-up of interest corners, and take turns preparing teaching plans. Teachers conduct teaching reflection upon completion of each theme. Yet, the content of reflection is mainly about lesson description and seldom renders suggestions for improvement. The management must strengthen curriculum monitoring and support, including leading teachers to focus on learning objectives and children's performance to evaluate the activity's effectiveness. It should also regularly collate the curriculum review information for curriculum adjustment and planning in the future.

2.5 The school regards cultivating children's interest in music as its major concern this school year. Teachers participate in training to sharpen their skills in conducting music activities and their music knowledge. They let children have more imagination, listen to melodies and tap the rhythm during activities. As observed, children threw themselves into the activities. They were able to move their body along lilting melodies and enjoy the fun of dancing. Children also played ensemble music with various simple musical instruments according to graphical scores, and grasped different beats. Teachers put effort into arranging interesting activities and children enjoy the fun of music. The effectiveness of the work plan has been observed.

- 2.6 Teachers strive to put the rationale of letting children learn through play into practice. Teachers design corner activities attentively and set an appealing learning environment. They modify toys for children to consolidate learning. For example, numbers are added to the ends of fishing rods and building blocks in a bid to let children learn number bonds through the fishing game. There is a simulated bus compartment in an imaginative play corner. Children play the roles of the bus captain and passengers to apply life experiences into games, grasping riding procedures and rules. Ramps with different gradients are provided in an exploratory corner for children to discover the relationship between the sliding speed of toy cars and gradients, hence extending children's learning. Facilitating children's language development is one of the major concerns of this school year. To align with this, the school purchases a variety of books and sets up a cosy reading corner in every classroom. Parent volunteers are invited to read with children in these corners during free choice activities. As observed, children loved reading and took the initiative to share story content with peers and teachers, enjoying the pleasure of reading. Meanwhile, teachers provided manipulatives and language learning materials. During the games, children expressed their feelings and ideas through talking, drawing and writing simple words. They talked to each other and gained exposure to language amid a relaxing and joyful atmosphere, enhancing their listening and speaking skills.
- 2.7 Teachers care about children and embrace their diversity. Teachers design fun-filled and real-life learning activities to create an environment for NCS children to listen to and speak Chinese more often in an effective manner as well as supporting children's learning. Children are engaged in classroom activities. Children speaking Chinese and the NCS ones play and learn together from time to time, enjoying their happy school life. Children are voluntary to put things back to the

original places neatly after activities, and are able to put on and take off shoes, demonstrating good self-care abilities. During the integrated music and physical activity session that mainly focuses on physical games, teachers guide children to grasp basic movements and arrange free choice activities, allowing them to experience balancing, jumping, etc. Yet, teachers could provide a clearer demonstration, adjust the teaching pace in light of children's performance and render timely guidance and support to enhance the learning effectiveness.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 Upon the existing SSE foundation, the management could consider the current development needs of the school and set priority in the development direction of the school. The team could make use of and follow up on the results of the stakeholders' survey, children's performance and so forth as well, as useful reference for adjusting the implementation strategies in the future. In tandem, the school must improve the filing system, properly record and retain the reflection of daily activities, development plans, professional training and other information, for follow-up actions at a later stage.
- 3.2 The management is required to strengthen its curriculum leadership role and to steer the team in refining the arrangements for the Activity Day and the integrated music and physical activities. The school must adjust the daily schedule and remove the too difficult homework while improving kindergarten-primary transition activities such as revisions on activity sessions and learning content as well as cancellation of mock dictation. The management is recommended to lead teachers to strengthen their abilities in teaching reflection and devise explicit child assessment items and criteria while utilising the child assessment information to increase the effectiveness of learning and teaching continuously.