

**School No.: 325708**

# **Quality Review Report (Translated Version)**

**St. James Catholic Kindergarten**

**8 Ka Wing Street, Yau Tong, Kowloon**

**4, 5 & 7 January 2022**

**Kindergarten Inspection Section  
Education Bureau**

**Education Bureau**  
**The Government of the Hong Kong Special Administrative Region (2022)**

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**Dates of Quality Review: 4, 5 & 7 January 2022**

**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 is zealous to promote school development and organise regular meetings to understand the school's daily operation. The school keeps close liaison with other kindergartens under the same sponsoring body to share and exchange on the use of different resources with each other. The management formulates and follows up the school's development during staff meetings. It monitors the implementation of the school's work effectively while supporting the needs of different stakeholders appropriately. Meanwhile, the management takes into account the needs of teachers to arrange joint-school training for them to share teaching strategies so as to strengthen the support for their teaching skills, with a view to converging their professional competence. It also leads the team to reflect on the teaching effectiveness using children's performance and provides suitable guidance. Besides, the management allocates duties properly. It assigns teachers to take charge of different working groups in accordance with their experience and preferences so as to provide opportunities for them to exploit their strengths. The school team is stable. Under the professional leadership of the management, the team unites together in facilitating the school's sustainable development.

1.2 The school has regarded enhancing children's expressive abilities and their active learning using picture books as its major concern in recent years. It provides suitable training for teachers and plans a series of parent education and parent-child activities, which is conducive to implementing the plans. Drawing reference to the experience gained from implementing project learning using picture books in the last school year, the school strengthens the design of corner activities with different levels of complexity in this school year. It encourages children to choose activities based on their own abilities with the aim of enhancing their active learning abilities. The school sets up concrete objectives for the development plans. It also deploys appropriate strategies and success criteria in light of the needs of teachers, parents and children, as well as reviewing and following up the work progress at an

opportune time. All these help achieve the expected results of the plan.

- 1.3 The school maintains close liaison and builds a good relationship with parents using multiple channels. The school gauges parents' views through the parent-teacher association. It improves the administrative arrangement and plans parent education activities to accommodate their needs. The school also organises lesson observations for parents to understand teachers' teaching approaches. Parents are keen to participate in school activities and voluntary work. They care about and support school development, giving full play to the spirit of home-school cooperation. Regarding the support of children's diverse needs, the school arranges timely assessments and referral services for children with special needs in order to provide them with professional support. The school caters for the newly admitted children by organising different orientation activities such as enabling parents and their children to understand the school's operation and class arrangement before the commencement of a school year so as to develop children's sense of security. The school also organises various experiential activities for K3 children in preparing them to transit to primary school.

## **2. Learning and Teaching**

- 2.1 The school takes children's developmental needs and abilities into consideration and makes reference to the teaching packages to devise a curriculum outline using themes related to children's life experiences through an integrated approach. The curriculum content is comprehensive and appropriate, which covers all learning areas. The school infuses moral education into the curriculum and integrates the values of being responsible, caring for families, respecting others into thematic teaching with a view to fostering children's good behaviour. The school provides sufficient opportunities for children to engage in music, physical, art and free choice activities every day, facilitating their balanced development. Teachers adopt different learning modes such as whole-class, group, individual and so forth, which is conducive to catering for children's learning needs. However, some homework for K3 classes in the second school term is rather difficult, which cannot meet children's abilities and developmental needs. The school must review and remove such content.
- 2.2 The school has a solid mechanism for curriculum coordination and monitoring. The management conducts lesson planning in collaboration with teachers during regular

meetings. They discuss the learning content of themes as well as the games and teaching tools in each learning corners, and design learning activities according to children's experiences, interests and abilities. The management grasps the implementation of curriculum through lesson observations and scrutinising curriculum documents. It also arranges peer lesson observations for teachers to learn from each other and discuss together in order to enhance their professional competence. Teachers observe children's performance to review the teaching effectiveness. Meanwhile, they raise suggestions for improvement in light of children's developmental needs and inform curriculum planning.

- 2.3 The school assesses child learning experience through continuous observation and record-keeping while devising the assessment content in alignment with the curriculum goals. The school develops learning portfolios for children to keep the observation records of children, thematic assessment and child development assessment reports as evidence of children's growth. It also reports children's performance to parents in a timely manner. Teachers collate and analyse relevant information from children's observation records and assessment reports to conclude children's development in different stages, and provide parents with concrete suggestions in facilitating children's development.
- 2.4 The school enables teachers to choose suitable picture books for teaching and enhances their abilities in designing relevant learning activities through training. Teachers started using picture books for project learning in the last school year. They encouraged children to create story plots or use paper puppets to hold conversations with peers, with a view to enhancing children's expressive abilities. Building on the development in the last school year, the school regards enhancing children's active learning as its major concern in this school year. By using picture books, teachers engage in more conversation with children. They design story-related corner games together, helping children unleash their creativity. On the other hand, teachers design learning activities with different levels of complexity for children to choose suitable tasks based on their own abilities, thereby enhancing children's learning interest and cultivating their attitude of active learning. The effectiveness of the plan is preliminarily seen.
- 2.5 The school sets up learning zones in art, language, and in the outdoors, etc. The learning content of corner activities in the classroom are designed according to the learning themes of each grade level, while each learning zone provides corresponding materials and activities. For examples, children are engaged in planting in the

outdoor zone, learning to take care of the plants. They also observe the appearance and the growth of the plants, cultivating their sense of responsibility and observation abilities. In the art zone, children use different materials to draw pictures or make three-dimensional crafts, which help children develop their creativity and expressive abilities. Teachers observe children's performance carefully and provide intervention and assistance in a timely manner. They play games with children together to facilitate children's learning. After playing games, teachers guide children to share their experiences and feelings so as to help them conclude their experiences and consolidate what they have learnt.

- 2.6 The school has proactively followed up the recommendations of the previous Quality Reviews to improve the arrangement of physical activities. Teachers place diversified play facilities in the venue and arrange various activities for children to choose. Children take part in skill training in groups to reduce their queuing time. During circuit games, teachers design activities of different levels of difficulties according to children's performance so as to cater for their diversity. As observed, children are engaged in the activities. In addition to participating in skill training, they also choose different games on their own. Children have sufficient amount of exercise. The school keeps refining the physical games to cater for children's abilities and needs to help them develop a healthy physique.
- 2.7 Teachers are amicable. They care for and respect children, and provide opportunities for them to express their thoughts and feelings. Teachers are good at posing suitable questions to guide children to think and respond so that the interaction between teachers and children is enhanced. Teachers encourage children to learn through observation and touching real objects, and explore using multiple senses to discover the relation between things in nature and daily life. Children are also arranged to learn by doing. They are divided into groups to think of different ways to stack up paper cups together and then try out. Children cooperate with and support each other, enjoying the learning process. Teachers know well about children's developmental and learning needs. They adopt appropriate teaching strategies and offer individual guidance in an opportune time.
- 2.8 Children are polite and obedient. They listen to teachers attentively. Children are keen to respond to questions and willing to express their personal views and feelings. They get along well with peers, and share materials and toys with each other. Children are also happy to engage in cooperative activities. Their social development is remarkable. Children are curious and like exploring the

surroundings. They are able to put on and take off shoes by themselves, tidy up things after activities, place the teaching tools and toys back to the proper places, demonstrating their good self-care abilities.

### **3. Recommendations for Enhancing Self-improvement of School**

- 3.1 The school has developed an effective management mode to pull together the professional competence of the team. Through the solid school self-evaluation mechanism, the school may continue to devise plans with clear objectives and proper strategies that align with the development needs of the school and children to facilitate the school's sustainable development.
- 3.2 The school continues to refine the school-based curriculum. However, some homework for K3 classes in the second school term, including that in the primary one transition activities, is rather difficult. The school must review and remove the inappropriate homework and learning content to ensure that children's developmental and learning needs are addressed.