

School No.: 325368

Quality Review Report (Translated Version)

St. Margaret Mary's Catholic Kindergarten

**3/F - 4/F, St Margaret Church Catholic Centre, 2A Broadwood Road,
Happy Valley, Hong Kong**

31 October, 4, 7 & 9 November 2022

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region

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Dates of Quality Review: 31 October, 4, 7 & 9 November 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 school is supported by the sponsoring body who provides adequate support in administrative affairs, teacher professional training and resources deployment, etc. The management have collaborated for years to build a rapport at work. They also allocate duties in view of the abilities and interests of staff. Team members maintain close communication to discharge their duties properly and collaborate in harmony, leading to a smooth operation of routine work. The management arranges joint-school training for its staff in light of the development needs of the school and teachers. Through mutual school visits and theme-based seminars, teachers can observe and learn from one another regarding curriculum content, learning activities and environment setting, thereby enhancing professional exchange among teachers. The teaching team and the school share common development goals and beliefs to promote the school's development together.
- 1.2 The school recognises the rationale of school self-evaluation (SSE) and implements the inter-connected SSE process, viz. planning, implementation and evaluation to analyse the collected evidence so as to understand the progress of work in different aspects. At the end of the school year, the school also conducts a comprehensive review on the work in various aspects to discuss and formulate a development plan for the coming year according to the development direction of the sponsoring body. Last school year, the school regarded cultivating children's positive attitudes and active learning ability as its development focuses. Its strategies included introducing suitable external resources and arranging internal sharing, which helped children develop a positive attitude and engage in activities actively. As children have already gained the experience of selecting activities freely, the school considers strengthening their self-care abilities as the major concern this school year. It has then formulated strategies ranging from refining the arrangement of free choice activity, enhancing teachers' training to increasing parents' participation. The work has been implemented in a step-by-step manner.

- 1.3 The school provides appropriate care for children, accepts and embraces children with diverse needs. Identification and referral mechanisms are in place. Teachers communicate with the professionals regularly to coordinate effective ways of looking after children, keep records of children's development and take follow-up action duly. The school concerns about the emotional well-being of the newly admitted children and transferred children. It understands children's development prior to their admission through questionnaire surveys and employs various strategies according to their needs, which include helping children develop a sense of security by allowing children to be accompanied by toys, and assisting children in integrating into school life the soonest by recording children's life at school in images and sharing them with parents.
- 1.4 The school makes full use of various channels to maintain close liaison and collaboration with parents. Appreciating the school's caring culture, parents trust and support the school. They are willing to cooperate with the school and work together to support children's learning and cultivate their positive values. The school arranges parents' meetings, organises parents' groups and conducts parent-child activities so that parents are informed of its latest news through different means and are kept abreast of children's developmental needs, hence deepening parents' understanding of the development of the school and learning of their children. Parents recognise and support the school development by participating in the work of the parent-teacher association, assisting in activity preparation and communicating with parents of the same grade level. Parents are involved in school affairs to express their views on the school's policy and are regarded as partners in facilitating school development.

2. Learning and Teaching

- 2.1 The curriculum is comprehensive and balanced. It covers all six learning areas and takes into consideration the nurture of children's attitudes, skills and knowledge. The school uses themed books or picture books to stimulate children's imagination, cultivating positive attitudes in children with creative and problem-solving activities. The school attaches importance to reading. Apart from setting up a reading corner furnished with stunning books to attract children to read, the school also places Chinese and English books in light of the themes in the classrooms. It implements a parent-child reading programme and holds talks to teach parents about paired

reading skills, thus joining hands with parents to help children develop reading habits. With the aim of promoting national education, the school has set up a task force to coordinate and form flag-guards. Children attend the national flag-raising ceremony on the first day of each month, national security education day and special days. The school also increases activities about promoting Chinese culture. Children engage in music, physical, art and free choice activities every day and the time for participating in those activities are sufficient. Teachers consolidate children's learning using worksheets. However, some of the learning content fails to meet children's abilities and learning needs. For instance, K1 children are required to write words by tracing dotted lines. The school is required to abandon the homework arrangements that are excessively difficult and inappropriate while designing diversified activities to facilitate children's learning.

- 2.2 Teachers keep track of children's learning and development by continuous observation and records. They also develop learning portfolios for children to maintain their development records, observation records and analysis, and children's work, etc., with assessment items that cover all developmental objectives. In tandem, teachers compose brief assessment summaries based on children's individual circumstances, providing follow-up suggestions to parents.
- 2.3 The school has a mechanism on curriculum management. In recent years, the management has required teachers of all grade levels to discuss learning content, activity design and environment setting together. Such approach differs from the past when only one teacher was responsible for compiling and briefing the teaching plans, hence enhancing teachers' professional competence effectively. In addition, the curriculum is more relevant to children's needs in a school-based manner. Meanwhile, the management keeps abreast of the implementation of the curriculum through attending meetings, scrutinising documents and conducting lesson observation. At the end of each theme, teachers of all grade levels review the teaching effectiveness, which is conducive to informing the curriculum planning. Teachers select an activity each day to reflect on their teaching effectiveness. According to records, teachers make suggestions for improvement in view of children's performance and review on whether the learning goals have been achieved. For further enhancing the effectiveness of learning and teaching, teachers may adopt a more comprehensive reflection, for example, considering whether the goals or strategies are catering for children's needs.
- 2.4 The school ties in with the major concern to set up four major areas of exploration,

construction, science and reading on the campus, in addition to the setting of diversified corner activities and art materials according to themes of classrooms. The materials placed in each area are not limited to learning themes, and learning activities of different levels of complexity are available in certain areas. The school may duly plan activities in these areas to further broaden children's learning experiences. In regard to the arrangement of children's activities, teachers let children decide in advance what activities they are going to engage so as to develop the habit of planning before taking actions. Yet, children are only allowed to either stay in the classroom or head to the designated areas of the day to participate in activities, which limits their choices. The school is recommended to review the arrangement of free choice activities, including allowing children to freely participate in activities in different areas or classrooms during the same free choice activity session. When leading children for revisiting their activities, teachers mostly invite children to share what they have done and occasionally enquire about their motivation. However, they seldom lead children to share the difficulties they encountered and their discoveries during plays. Teachers may fully utilise the review sessions and ask appropriate questions to develop ways of thinking among children, such that children's sharing can motivate their peers to participate in relevant activities in the future. All these facilitate children to become more strong-minded and well-grounded when planning free choice activities.

2.5 Teachers are conscientious and stay positive in teaching. They speak clearly when teaching and supplement with facial expressions and gestures to help children understand the learning content. They care about children and accept their diverse needs. The teacher-child relationship is good. Teachers select a wide range of teaching aids attentively, including real objects and models to catch children's attention for learning. In addition, children are given opportunities from time to time to unleash their creativity. Teachers boost children's confidence by commending them. However, teachers seldom pay attention to and correct children's way of holding a pencil. They design music activities for children to experience the beat, tempo and atmosphere via singing, listening and performing rhythmic movements. The physical activities are diversified and meet the developmental needs of children of all grade levels. Nevertheless, the waiting time for children to participate in some circuit games is slightly too long. Teachers may improve the activity arrangement in order to enhance children's participation.

2.6 Children are nice and friendly. They treat others with courtesy and take the

initiative to greet others and express gratitude. Children follow the classroom routines and are accustomed to listening to teachers' instruction quietly and patiently. Children get along well with others and enjoy the fun of social life. When encounter difficulties, children are able to proactively discuss with peers to solve problems. During group activities, they are pleased to share their experiences and express themselves confidently, showing good language skills. When peers are speaking, children are able to listen to them attentively and accept opinions of others. Children possess self-care abilities as they are able to tidy up their uniforms and wash their hands on their own. They also are able to pack their school bags and belongings by themselves. Children are willing to engage in making art works. They utilise various materials to form collages and create artworks that are unique in shape with much creativity using different materials in the constructive area.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 Through SSE, the school analyses its needs and summarises its past experiences to plan for future development, which is on the right track. To further enhance the effectiveness, the management may lead teachers to aptly revise or adjust relevant work and strategies in accordance with children's performance and activity effectiveness.
- 3.2 The school's mechanism on curriculum organisation and management is beneficial to elevate teachers' professional competence. The management is advised to further lead teachers in conducting teaching reflection in a more comprehensive manner to enhance the effectiveness of learning and teaching. The management must cancel those excessively difficult and inappropriate homework to tie in with children's abilities and needs. Teachers may also improve their skills in conducting reviews with children, such as optimising the use of questions to guide children in collating their play experiences, thereby promoting learning. Besides, teachers are also recommended to review the arrangement of physical activities to increase the amount of exercises of children.