

**School No.: 319813**

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

**St. Matthew's Church Kindergarten**

**232-234 Hollywood Road and G/F, 1/F & 4/F, 29-31 New Street, Hong Kong**

**31 October, 4 & 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 & 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 leadership team supports the school, while the principal reports the school's operation on a regular basis through meetings. The leadership team gives advice based on the school's development direction and allocates resources to support the school's development when needed. The management has a good understanding of various school affairs. It communicates with the team frequently and cares for its staff, striving to create a pleasant working atmosphere. Teachers are committed and work with the management to promote school affairs. The school plans different training activities for teachers based on school-based development, while deploying duties according to the abilities and strengths of its staff. It also unleashes teachers' potential through delegating authority properly. All school work files are compiled and stored properly to facilitate the daily operation and passing on experience.
- 1.2 The school grasps the method of school self-evaluation (SSE) and develops a work plan that meets the school context. The strategies implemented align with the objectives of the plan. The school also periodically reviews the implementation of the work plan to understand whether the plan can achieve the expected outcomes. In recent years, the school has strived to offer opportunities for children to explore freely during play. The school joined a support programme last school year, in which seed teachers tried out the relevant teaching design in K3 to explore feasible strategies. It is extended to all grade levels this school year, and implemented in physical activities and free choice corner activities. The effectiveness is yet to be seen. In addition, the school regards strengthening children's language learning as another major concern in order to cater for non-Chinese speaking (NCS) children. In the previous school year, the school focused on enhancing teachers' teaching skills while it strives to strengthen home-school cooperation this school year. Parents and school work together to assist NCS children in enhancing their interest and ability to learn Chinese. The overall plan is generally appropriate.
- 1.3 The school accepts children with different learning needs. It has a clear identification and referral mechanism and taps external resources appropriately so

that children in need can receive adequate support the soonest. The school organises orientation seminars for parents of newly admitted children so that they can understand the school life of children. It also maintains liaison and collaborates with parents to facilitate children's early adaption to the school. Regarding the kindergarten-primary interface, the school enables children to understand primary school's learning mode and the changes on daily schedule through learning activities, in addition to primary one admission seminar. Thus, children are emotionally prepared for primary one and enter the next stage of learning with joy. The school puts emphasis on home-school cooperation and maintains close communication with parents through various channels. It also provides parents with suitable information which ties in with their needs, thereby strengthening parenting effectiveness. The school has established a partnership with parents who recognise and support the school. They are willing to help promote activities for the school.

## **2. Learning and Teaching**

- 2.1 The school puts emphasis on language learning. It devises a curriculum outline by making reference to the teaching packages, and selects picture books that are related to the themes as supplementary teaching materials. The curriculum content generally covers all learning areas. It facilitates the cultivation of children's positive values and attitudes as well as the acquisition of skills and knowledge. The school arranges active and quiet activities alternately in the daily schedule. Children are provided with whole-class, group and individual learning opportunities as well as ample time to engage in physical, music, art and free choice activities. Overall speaking, activity designs are geared to the themes which help children grasp the learning focuses. Some of the Putonghua learning materials, however, are relatively difficult. The school should select themes of daily life appropriate to children's interests and needs and assist them in developing their listening and speaking skills gradually. Regarding homework, the school focuses on language and mathematics learning, most of which are related to copying activities. There are not many activities for "Nature and Living". The school has to review its content and design different homework or extended activities to help children connect learning with daily life.
- 2.2 The school currently focuses on arranging for children to understand our country and Chinese culture, and enhancing children's sense of Chinese identity through festivities and thematic learning activities, including traditional custom and

craftsmanship. Yet, there are significant contents under K3 learning theme of Chinese culture. The learning effectiveness of children hence is affected. The school is required to review its curriculum. Apart from paying attention to and revising the learning contents, it is suggested to incorporate related elements into different themes at each grade level. Hence, children's recognition of Chinese culture can be systematically enhanced, thereby stimulating their interest in learning and cultivating their sense of national identity.

- 2.3 The school sets assessment items in accordance with school-based curriculum objectives and content. Teachers continuously observe children's performance. Reports are provided for different themes and every school term to assess children's development in different learning areas. The assessment items are clear and explicit, meeting the principles of physical and psychological development of children. In tandem, the school develops learning portfolios for children to keep assessment reports, observation records of children and artworks. The observation records of children, prepared by teachers, can concretely highlight children's abilities and development. However, the school currently does not have a mechanism to consolidate and analyse children's assessment information. It seldom makes reference to the assessment information and observation records when conducting reviews. The school must make good use of the assessment information extensively to examine the teaching effectiveness, thereby informing the curriculum planning.
- 2.4 The school has defined a mechanism for curriculum monitoring. Group leaders lead teachers to design the curriculum, which is then scrutinised by the management. Before starting each learning theme, they hold meetings with the management and core teachers to explain the implementation details of the curriculum. The management monitors the implementation of the curriculum through classroom walkthroughs, lesson observations and attending meetings of all grade levels. Teachers review the curriculum implementation and children's learning performance periodically. Yet, they do not explore the reasons behind children's failure in achieving the learning objectives and take a broad-brush approach to follow-up actions. The management is required to lead teachers to scrutinise the teaching design and its effectiveness, and take appropriate follow-up actions which include revising activities design and adjusting strategies, so as to enhance the overall learning effectiveness.
- 2.5 The school attaches great importance to promoting children's language development. This school year, the school continues to regard strengthening children's language

ability as its major concern. It devises different strategies such as launching a parent-child reading scheme. A library for children and parents is set up in the lobby where books can be borrowed weekly, facilitating paired reading among parents and children. To support NCS children, the school prepares learning resource packages, providing supplementary videos of word pronunciation and nursery rhymes to facilitate children's Chinese learning at home. With respect to daily teaching, the school caters for NCS children's learning needs by utilising images, real objects, etc., and adaptation of questions. It also assigns Chinese speaking children to accompany NCS children during daily activities, in an attempt to help NCS children in building their vocabulary thereof. The strategies involved, however, could not fully serve their purposes and the overall effectiveness was average. Teachers are required to strengthen their ability in guiding children to learn languages, such as encouraging children to read aloud and chat, by which they could have more opportunities to express themselves verbally. Along with that, children should be encouraged to interact more with one another through collaborative plays during free choice corner activities and physical activities. As such, children's confidence in using Chinese can be raised through daily conversation, thus assisting them to develop Chinese speaking abilities.

- 2.6 The school has a spacious indoor playground. Children are assigned to play in different areas and are free to conduct physical activities individually or in a group. Children make attempts to explore freely and enjoy the fun of the activities. The school displays children's work in the classrooms and at the corridors in accordance with teaching themes. As observed, the expression of work lacked variety, showing that there were quite a few restrictions. Teachers should add a wide range of art tools and guide children to use different materials flexibly when creating, thereby expressing their idea through works. Regarding the classroom setup, the school creates unified interest corners among all grade levels to help children develop routines of interest corners. Chinese words and expressions, phrases of colloquial expressions, poems, etc., are posted on the walls of the classrooms. Children hence are given more exposure to Chinese. However, interest corner activities are mostly designed for word recognition or matching, lacking sensory exploration or manipulation elements. Materials are also less abundant. Some teachers even open only part of the interest corner in the classrooms. Such arrangement limits children's choices. The school must provide children with numerous and manipulative materials in order to make good use of the interest corners and facilitate

children's learning through play. It is also necessary for the school to encourage children to engage in sensory exploration, practice and verification, thus arousing their learning interest. Teachers should design different games with a view to catering for learner diversity. They should also allow children to choose to play in interest corners according to their preference and engage in activities freely.

2.7 Teachers are conscientious in teaching, and possess good classroom management. They commend children properly to reinforce children's good behaviour. When carrying out thematic learning activities, teachers use multimedia learning materials and real objects as teaching aids. They speak clearly and explain in an organised manner. They draw children's attention with facial expressions, tones and gestures when telling stories. In some of the thematic activities, teachers are able to provide children with opportunities for practising. Yet, teaching activities are generally guided by teachers. As observed during lessons, some children were willing to express themselves and introduce activities that were being carried out to others. They showed and shared their work. Teachers are advised to make further good use of questioning to guide children to think and express themselves in light of their life experiences.

2.8 Children love going to school. They are respectful to teachers, attentive in learning and follow teachers' guidance when engaging in activities. Children love physical activities. They actively engage in games with peers and create their own ways to play joyfully. Routines of interest corners are in place. Children tidy up things after activities and keep the classrooms clean, showing good self-care abilities.

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

3.1 The school is familiar with the procedures of its work plan. It can devise its major concerns according to its development and children's need. With the mechanism for the assessment of children's learning experiences being developed gradually, the school may further collate and analyse the assessment information so as to evaluate the work effectiveness in a focused manner with evidence of the fact, then set its objectives for next stage for implementing the inter-connected self-evaluation process and boosting the sustainable development of the school.

3.2 The school should make use of children's assessment information to evaluate and revise the curriculum while reviewing homework, activity and interest corner design. It should strengthen the connection between learning contents and daily life while offering diverse materials to increase the exploratory elements. In the meantime,

the management is required to steer teachers to review the effectiveness of learning and teaching with reference to children's assessment information and to facilitate peer observation and exchange, thereby further enhancing their teaching skills.