

School No.: 537349

Quality Review Report (Translated Version)

St. Monica's Kindergarten

G/F., Kwun Hei Court, Homantin, Kowloon

10, 11 & 13 December 2024

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region

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Dates of Quality Review: 10, 11 & 13 December 2024

☒ **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 understands the school situation through meetings and school visits while giving advice and support on school development. The school keeps close contact with the affiliated kindergartens of the organisation. They exchange ideas and collaborate with one another, and organise activities like joint-school teacher training to facilitate resource sharing. Members of the management have worked closely together for years. They have built rapport at work and discharge their duties properly for the smooth operation of the school's daily work. They value teachers' professional growth and arrange school-based training according to the needs of the school to enhance teachers' teaching skills. The school provides systematic induction for the newly recruited teachers to adapt to the work environment and grasp the teaching requirements of the school as soon as possible. Team members support one another. They get along well to promote the continuous improvement of the school with concerted efforts.

1.2 The school recognises the rationale of school self-evaluation (SSE) that it adopts a whole-school approach to implement the SSE cycle. Moreover, the school has regarded fostering children to learn through exploration as its major concern for two consecutive school years. It refines the environment set-up and designs different activities to arouse children's curiosity and exploratory spirit. In this school year, the school also considers promoting Chinese culture as another major concern. It deploys implementation strategies in aspects such as curriculum arrangement and

parent participation to lead children to learn about and appreciate Chinese culture. The work is being implemented as planned and the effectiveness is yet to be seen.

- 1.3 The school caters for learner diversity. It has a clear identification and referral mechanism and introduces external resources to let children in need receive appropriate services. Progressive lesson time is arranged for newly admitted children so that they can integrate into the new environment. In tandem, the school documents children's adaptation situation and communicate with parents regularly to enable parents to understand their children's performance. The school employs a wide array of strategies to help non-Chinese speaking (NCS) children, including forming language learning groups and recruiting NCS teachers as support teachers, to enhance the confidence and abilities of NCS children in learning and applying Chinese. The school maintains communication with parents and regards them as important partners. It holds parent-child workshops and parenting seminars to assist parents in strengthening the relationship with their children as well as facilitating their parenting skills. The parent-teacher association has been established for years to cooperate with the school to organise various types of activities. Parents are willing to take part in volunteer work, leading to the smooth implementation of activities. Parents support and recognise the school. Home and school synergise their efforts to foster children's healthy growth.

2. Learning and Teaching

- 2.1 The school selects themes that are in line with children's life experiences to draw up an integrated curriculum. The curriculum content covers all learning areas, taking account of the cultivation of attitudes, acquisition of skills and construction of knowledge in children. The school puts emphasis on children's moral development. Through story sharing in morning assemblies, award schemes, etc.,

and by inviting parents to record children's performance at home, the school works together with parents to guide children to pay attention to manners and develop empathy. Furthermore, the school utilises community resources to arrange field trips such as visiting fire fighting facilities and museums to provide opportunities for children to gain first-hand experiences with a view to broadening their horizons. Children carry out mixed-age art, construction and other activities on Friday afternoons to collaborate with peers of different ages, fostering their affective and social development. However, the time allocated for free choice activities for K2 and K3 children from Mondays to Thursdays is not enough, and children of the whole-day classes do not have sufficient opportunities to participate in music and physical activities every Friday. The school must review the relevant arrangements to ensure that children have a balanced daily schedule to achieve whole-person development.

- 2.2 The school has developed a system of the assessment of child learning experiences. It adopts continuous observation and documentation to understand children's performance in activities. Teachers set assessment items based on the teaching objectives of the themes and formulate explicit criteria to evaluate children's learning progress objectively. They create learning portfolios for children to maintain assessment forms, observation records and so forth as evidence of children's growth. Teachers meet with parents face-to-face regularly to share their children's progress and give recommendations, hence jointly catering for children's needs. Teachers consolidate and analyse the child assessment information to fully grasp children's needs and inform curriculum planning.
- 2.3 The school has established a curriculum management mechanism. The management leads teachers to convene meetings to deliberate the teaching objectives of the themes of each grade level and the design foci of activities, discuss the

curriculum progress and review the effectiveness of learning and teaching. Teachers take turns to prepare lesson plans and map out the activity content according to children's interests. The management conducts supervision by scrutinising curriculum documents, observing lessons, etc., and gives guidance and support to teachers. Teachers reflect on the teaching effectiveness and make suggestions for improvement in the activity design. They may further evaluate children's learning performance, teaching strategies and so forth to raise the standards of learning and teaching in an ongoing manner.

- 2.4 In the recent two school years, the school has regarded fostering children to learn through exploration as its major concern. It has introduced scenarios and provided abundant materials for children to play during free choice activity sessions. As observed, children negotiated with their peers to use eco-friendly materials to make bedding and toys for babies. In the course of the event, children made numerous attempts, showing that they were highly motivated for active learning. Their problem-solving skills are enhanced through design modifications. Teachers arrange for children to carry out free choice physical activities. They place a great variety of equipment for children to select on their own. Children create play with their peers. They sometimes toss rattan hoops and sometimes jump on the soft mat, having great fun. Teachers observe children's performance and join their play. After the activities, teachers review the play process and experiences with children, and lead them to share the challenges they faced and their solutions to problems, thus deepening what children have learnt. During physical activities, teachers guide children to grasp movements and skills, but they are required to cater for some children's overall amount of exercises to foster children's physical development.
- 2.5 The school considers promoting Chinese culture as its major concern of this school year as well. Teachers incorporate content including traditional Chinese virtues,

culinary delicacies and architectural style into the curriculum to lead children to learn about the culture and custom of the country, thus enhancing their understanding of the country. The national flag raising ceremony is held on important days so that children can learn to observe the relevant etiquette and build a sense of national identity. Teachers organise festival celebration activities and invite parents to school to have reunion dinner, increasing children's knowledge and experiences of traditional custom.

- 2.6 The school is flexible in allocating venues and has proper space planning. It makes good use of the walls along corridors to set up teaching aids that can stimulate children's senses and fine motor development. Teachers meticulously create interactive corner games to consolidate children's learning in Language and Early Childhood Mathematics. In the interest corners, children explore the flow of sand or support objects with different materials, discovering the characteristics of things around them through manipulation and tests. Children unleash their imagination to cook for family members and clean with a broom. They also role-play cashiers and doctors to constantly accumulate life experiences, thoroughly enjoying themselves.
- 2.7 Teachers are conscientious in teaching and kind. They care for children and always praise children for their performance and recognise their efforts, helping children build self-confidence. Teachers express clearly and in a lively tone. They implement thematic teaching activities through drama and encourage children to immerse themselves in the characters to act out the stories, strengthening children's interaction with peers as well as their expressive abilities. During music activities, teachers lead children to have vocal exercises, play rhythmic games and musical instruments. Children sing aloud enthusiastically according to lyrics and beats, creating a relaxing and pleasant learning atmosphere.
- 2.8 Children are courteous and take the initiative to greet others. They communicate

with peers of different cultural backgrounds joyfully, getting along well. Children assist teachers in distributing items and tidying things up after activities to keep the classrooms clean, showing good self-care abilities and the spirit of service.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The school is required to actively follow up on the recommendation of the previous Quality Review to set clear success criteria for the work plans so as to evaluate the extent to which the major concerns have been achieved in a more systematic manner, thereby informing planning.
- 3.2 The team cares for children and attaches importance to helping children develop good character. The school must review its daily schedule to foster children's balanced development. The management may lead teachers to examine the design of the physical activities to enhance the effectiveness of learning and teaching in a continuous manner.