

School No.: 231533

Quality Review Report (Translated Version)

**St. Monica's Anglo-Chinese Kindergarten
(Tsuen Wan)**

**Shop 11 Kindergarten, G/F Belvedere Square, Belvedere Garden Phase II,
620 Castle Peak Road, Tsuen Wan, New Territories**

15, 16 & 18 November 2021

**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: 15, 16 & 18 November 2021

- 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 sponsoring body supports the school's development by organising joint-school teacher training and providing suggestions in regard to daily administrative operation. In this school year, there are personnel changes within the school management. The vice principal, who has served the school for years and has in-depth understanding of the school affairs and development focuses, is appointed to take up the principalship. The management explains the rationale of work to the teachers and listens to their views through different meetings, which demonstrates good communication among the team. The school has developed a management structure with well-defined hierarchy of authorities and responsibilities. Detailed code of practice is put in place to help teachers understand the school's operation and perform their duties. The school arranges new teachers to work in partnership with experienced teachers, which is conducive to new teachers' confidence building and integration into the team. The school follows up the recommendations of the previous Quality Review properly to implement different forms of lesson observation activities, so as to facilitate the professional exchange among teachers. Structured training and practices are also arranged for them to enhance their professional competence. The school's recent major concerns include enhancing teachers' skills of designing free choice activities to promote children's balanced learning, with a view to further improving the problem of imbalance in the past curriculums. The school has a sound school self-evaluation (SSE) mechanism. The management leads teachers to review the progress and effectiveness of the school's development plan in a timely manner, so as to promote the school's continuous development. In recent years, the school endeavours to strengthen children's verbal expression and the abilities of communication and collaboration, and regards it as another major concern. Teachers set learning goals of different levels for children to cater for their learning and developmental needs.
- 1.2 The school identifies and takes care of children with special needs effectively. It provides them with appropriate support through capitalising on internal and external

resources. The school arranges briefing sessions and various activities before school starts for newly admitted children to adapt to learning in a step-by-step manner, which helps them engage and enjoy kindergarten life. The school attaches importance to home-school cooperation; it actively organises different seminars and workshops for parents, and publishes articles to share education rationale and parenting tips, for the purpose of informing parents about the development focuses of the school and enhancing their knowledge and confidence of nurturing children. The parent-teacher association has established for years and it plays a bridging role between the school and parents to facilitate home-school communication effectively. The school places emphasis on parents' participation in children's learning and parents in general are eager to cooperate. They assist in preparing learning materials and recording children's performance at home, which are conducive to extending children's learning while fully reflecting their recognition and support to the education rationale promoted by the school.

2. Learning and Teaching

- 2.1 The school designs an integrated curriculum by making reference to the teaching packages. The curriculum ties in with children's life experience and covers all learning areas. The school also arranges different outdoor and parent-child activities to enrich children's learning experiences. In alignment with children's development and needs, the school flexibly schedules teaching plans to maintain children's interest in learning. Children are provided with sufficient time to engage in music, physical, art and free choice activities every day to facilitate their balanced development. That said, some homework exercises arranged for K2 and K3 children, and during primary one transition are rather difficult. The school should review and cancel those inappropriate homework arrangement.
- 2.2 The school assesses children's learning performance by means of daily continuous observation and record-keeping. Teachers observe children's behaviour and performance, and display children's learning situation through photos and texts. They distribute children's learning portfolio to parents for their clear understanding of their children's development. The school devises assessment items according to the learning areas so as to understand children's abilities at the end of the school term for summative assessment. However, the assessment items are relatively general, which fail to fully reflect children's performance. The school should base on the learning objectives to devise concrete assessment items, and observe and record

children's performance in different areas, in order to ensure that the assessment can reflect children's development progress accurately. The school should also make use of the relevant assessment information to review the curriculum and work plans so as to inform curriculum planning.

- 2.3 The school has developed a mechanism for curriculum coordination, monitoring and evaluation. The management leads teachers to set directions for curriculum development for the next school term by making reference to the curriculum documents of the previous school year and taking into account children's needs. After drawing up the teaching outlines, the management discusses with and gives concrete suggestions to the teachers about their teaching objectives and content, which are effective in strengthening the curriculum planning. The management guides teachers to review the learning progress of each grade level holistically, address the difficulties in teaching, and provide recommendations for improvement so as to design appropriate learning content. This helps teachers enhance their teaching effectiveness through evaluation. At the end of the thematic teaching, teachers consolidate and reflect on their teaching. The results of such are used to plan for the next thematic teaching or form the basis for refining the curriculum in the upcoming year.
- 2.4 The school regards strengthening children's abilities to express, communicate and collaborate as the major concern of this school year. It arranges teacher training to enhance teachers' questioning skills. The teaching team takes part in different forms of lesson observation and evaluates the teaching effectiveness from multiple perspectives, which can facilitate teachers' reflection on the quality of teaching. As observed, teachers use questioning effectively to help children construct knowledge in an interactive environment, and enable them to improve their ability of expression through active participation in thematic sharing activities. Children take the initiative to respond to teachers' questions and share their own experiences actively with concrete and rich details. They are also able to interact with peers using proper eye contact cheerfully, demonstrating basic communication etiquette. Building on this solid foundation, teachers may continue to extend children's learning experience through other teaching activities, and create a rich language environment so as to further enhance children's oral expression abilities through natural social interactions.
- 2.5 The school considers offering a more balanced design of corner activities as another major concern in recent years. Teachers set up theme-based interest corners with careful planning and thoughtful designs. Games for increasing children's

opportunities for exploration and collaboration are designed according to different learning areas. For example, children observe and experience with peers the different ways of extinguishing fire; they explore the difference in speed when balls roll down pipes of varied shapes and sizes, igniting their curiosity of exploring surroundings and facilitating their active learning. A range of fine motor training activities provided in the interest corners, which are designed according to children's abilities, help strengthen their eye-hand coordination and fine motor flexibility. Diversified creative activities and plentiful materials are provided in the art and craft corner for children to engage in two-dimensional and three-dimensional creation. Children's work is colourful and unique. Teachers make good use of corridors, walls, and other spaces to display children's work for them to appreciate and learn from each other.

- 2.6 Teachers prepare teaching activities and learning materials conscientiously. They have good classroom management skills and are consistent in implementing the routines. They reinforce good behaviour and nurture children's self-discipline by using praises. They also respect children's ideas and provide adequate opportunities for them to choose their favourite activities freely. The music activities arranged by the school are structured and rich in learning elements, in which children follow the melodies to move rhythmically and relate their everyday life to the songs by imagination and role-playing. Children enjoy music games. They like singing and are familiar with the songs, demonstrating high level of engagement in the activities. In regard to physical activities, teachers make good use of the venues to arrange different physical activities. Their instructions and demonstration are clear. They observe children's performance, guide and encourage them to master the target skills progressively. Children have adequate amount of exercise and good coordination.
- 2.7 Children are enthusiastic and polite; they take the initiative to greet people. They are familiar with the routines in the classrooms and different activity areas. They switch to other activities in a smooth and orderly manner. They line up and wait for their turns, showing good social etiquette. Children keep the environment clean and neat by helping teachers tidy up the classrooms after each activity. They have also developed self-care abilities and confidence in handling matters independently. Children have rich life experiences; they are happy to take the initiative to share their discoveries in life; they enjoy the process of exploration and observation, demonstrating their curiosity.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The school has established a sound SSE mechanism and devised clear objectives for the major concerns. The school may follow up on the implementation of the major concerns through further upholding the inter-connected self-evaluation process, viz. planning, implementation and evaluation, and use children's performance as evidence for a more accurate assessment of the effectiveness of work plans, so as to facilitate the school's continuous development.
- 3.2 The school is required to review the homework content holistically and remove the inappropriate parts to ensure that the homework meets children's developmental and learning needs. The school should also improve the design of the children's assessment report to ensure that the content reflects children's development accurately, and use the relevant information to inform the curriculum.