

School No.: 216038

Quality Review Report (Translated Version)

**St. Monica's Anglo-Chinese Kindergarten
(Wah Kwai Estate)**

G/F, Wah Yin House, Wah Kwai Estate, Phase II, Kellett Bay, Hong Kong

10, 14 & 16 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: 10, 14 & 16 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 maintains close liaison with the leadership team. Through joint-school principal meetings, the leadership team understands the school's situation and gives suggestions on the school's development. The school has various guidelines in place to facilitate its staff to grasp the work requirements. The management allocates duties according to teachers' abilities and interests, the daily operation is smooth. The school communicates with and supports its staff through different channels. The teaching team members work harmoniously. They are willing to put into practice what they have learnt, which is conducive to the sustainable development of the school.
- 1.2 The school has followed up on the recommendations of the previous Quality Review to rearrange the daily schedule. The team maintains positive attitude towards the school self-evaluation (SSE). It sets the development foci of the year by reviewing daily teaching and work arrangements, and reckoning with the views of the stakeholders. In this school year, the school regards cultivating children's spirit of exploration and positive values as its major concerns. Through strategies such as learning content enrichment, external support and parent participation, the team implements the relevant work step by step.
- 1.3 The school accepts and caters for children's diverse needs and has established a clear identification and referral mechanism. It keeps records of children's development and makes good use of the community resources to provide support services for children. The school has also set promoting non-Chinese speaking (NCS) children to learn Chinese as the major concern in the recent two school years. Teachers, by joining the support programmes, try to apply the teaching strategies that they have learnt to enhance the language proficiency of NCS children. The school keeps in close contact with parents through different communication channels. It invites parents to volunteer at school and participate in activities to enhance their understanding of children's learning. Parents recognise and support the school's

development. They are willing to collaborate with the school in nurturing children's healthy growth.

2. Learning and Teaching

- 2.1 The school makes reference to the teaching packages to plan an integrated curriculum using themes. The content covers various learning areas, and is in consonance with children's interests and abilities in general, addressing children's learning of attitudes, skills and knowledge. The school provides adequate opportunities for children to engage in free choices, music and art activities every day. However, the school, one day in a week, fails to arrange physical activities. Also, during the period of primary one adaptation programme, children are not arranged with music, physical and free choice activities daily. The school must make amendments to such arrangements to ensure children's balanced development by attending different activities every day. There is quite an amount of copying and writing in the homework for K2 and K3 children, and some pieces of K3 homework are rather difficult. The school is required to improve the arrangements of homework and design appropriate content that meets children's developmental needs.
- 2.2 The school attaches importance to children's moral education, and has considered cultivating children's positive values as the major concern in the recent two school years. It guides children to care for people and things around them through stories and activities such as "Angel of Care and Love" and community visits. Children draw or make greeting cards to express gratitude to teachers for their care and send blessings to healthcare workers. All these help children build positive values like caring and being grateful. As observed, children got along well with peers, and they were willing to serve others. Besides, the school organises festive activities for children, and makes use of stories, nursery rhymes, etc., to enable children's understanding of the custom and meaning of traditional Chinese festivals. It also ties in with the thematic activities to help children acquire an initial understanding of our country and cultivate in them a sense of national identity.
- 2.3 The school develops learning portfolios for children to maintain records of children's performance in different learning areas, school life photos and artwork as evidence of their growth. Teachers keep parents abreast of their children's learning and development by meeting them every school term. Upon completion of every learning theme, the school arranges for parents to fill in a questionnaire, and asks

parents to assess if their children grasp the learning content. Such practice is inappropriate. During the period of summative assessment, the school requires parents to help children prepare for the assessment. This practice might exert unnecessary stress and drilling on children. The school must revise the content of the questionnaire and stop requiring parents to help children prepare for assessments.

- 2.4 The school has set up a curriculum management mechanism. Through attending meetings, scrutinising teaching documents and conducting classroom walkthroughs, the management keeps up with the thematic learning content, the design of corner activities and the arrangement of teaching activities. The management leads teachers to devise a curriculum outline. Teachers of all grade levels plan lessons collaboratively, and take turns to prepare thematic teaching plans. There are clear learning objectives in the teaching plans of each grade level. Nonetheless, only the thematic activities are listed with the teaching steps and strategies. Others like music and physical activities exclude such teaching arrangements. It is observed that the music and physical activities led by teachers were loosely organised, and some activities had too much content, which affected the effectiveness of learning and teaching, as well as obstructed teachers from reviewing the learning content and activity arrangements. The management is required to lead teachers to set forth appropriate and clear learning objectives and teaching arrangements for other learning activities. Regarding reflections on the curriculum, most of the teachers are able to reflect on teaching effectiveness based on children's performance. The management could evaluate with teachers the extent to which the learning objectives have been achieved, and conduct reflections on learning activities other than thematic learning activities, so as to further monitor the curriculum, strengthen the guidance to teachers about their teaching skills, and inform curriculum planning.
- 2.5 Teachers set up the environment thoughtfully. They utilise the space of corridors and classrooms to display children's work to facilitate children's mutual appreciation and to learn from each other. There are various types of activities in the classrooms for children to choose from, and the materials in the interest corners are plentiful. Children love to engage in corner activities. They interact with others and practise the rationale of learning through play. As observed, children took the initiative to chat and play with peers. They got on well with one another.
- 2.6 Cultivate children's exploratory spirit has been another priority of the school in the recent two years. The school displays the steps of the exploratory activities and photos of children take part in the activities in the lobby and the corridor area to boost

children's motivation in learning and enhance parents' understanding of the rationale behind the activities. Teachers add more materials to the interest corners for children to use in the activities. However, the ways of playing of some materials are monotonous. For example, children must follow specific steps to assemble an electric car model. The school is advised to organise activities in tandem with task objectives. It should also provide diversified materials and design different activities according to children's developmental and learning needs, so as to encourage children to explore.

- 2.7 Teachers are kind. They care for and build a rapport with children. They use teaching aids such as pictures and toys to arouse children's learning interest. Children have good discipline and self-care abilities. They queue up when waiting to change from one activity to another, and tidy up the interest corners after corner activities. Teachers appoint children as group leaders whom help peers to distribute tools, and actively assist teachers in putting back the teaching aids in order, showing a sense of responsibility. Teachers observe and guide children to complete the activities when necessary. Teachers are required to participate more often in children's play to better understand children's performance, and guide children to try and think in a timely manner in order to extend children's learning.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The school recognises the rationale of SSE, and the team evaluates the effectiveness of teaching and various activities based on this rationale. Nonetheless, it is necessary for the management to lead the team to utilise the evaluation tools and information of SSE, provide opportunities for all teachers to engage in professional discussion, and conduct holistic reviews on the development of the school. In this way, it can analyse the school's current needs accurately to devise the development plan for the next school year, set specific success criteria to review with a focus on the progress of the plan and inform the planning of the next stage, thus promoting the school's sustainable development. The school is also advised to map out the professional development of the team systematically in light of the school context, including adopting diversified training strategies, to improve the team's professional competence.
- 3.2 The school has promoted the curriculum development progressively, yet the management is required to work on curriculum planning and review. It must lead teachers to set the objectives for different learning activities, make good use of

children's assessment information to conduct in-depth evaluation on the effectiveness of learning and teaching, as well as keep on refining activity designs and teaching skills, hence enhancing effective learning and teaching continuously. In addition, the school must adjust the daily schedule to provide adequate time for children to attend physical activities every day. It is required to revise the daily schedule of the primary one adaptation programme to meet children's developmental needs. The school must also improve the design of homework to remove the repetitive copying assignments and the inappropriate part in order to align with the abilities and needs of children. It is necessary for the school to choose an appropriate approach to assess children to get hold of their actual learning performance.

- 3.3 There is mutual trust between the school and parents. Based on the existing foundation of home-school communication, the school may gradually step up its work on parent education, deepen parents' knowledge of kindergarten education and understanding of child growth and learning needs, thereby developing a close partnership with parents to collaboratively nurture children's growth.