

**School No.:590053**

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

**St. Paul's Church Kindergarten (North Point)**

**Shop UG2, UG/F, Commercial Podium, Home World Provident Centre,  
21-53 Wharf Road, North Point, Hong Kong**

**22, 23, 24 & 26 October 2018**

**Kindergarten Inspection Section  
Education Bureau**

**The Government of the Hong Kong Special Administrative Region (2019)**

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**Dates of Quality Review: 22, 23, 24 & 26 October 2018**

- 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 team is steady. Having served the school for years, the management sets up clear authorities and responsibilities and cooperated with one another. As the administrative and curriculum coordination mechanisms are mature and the code of work is clear, daily operation is smooth. The school has close connection with another kindergarten under the sponsoring body. They often jointly organise teachers' training and parent-child activities. In addition, inter-school meetings are held to devise curriculum outline collaboratively, exchange work experience and brainstorm ideas, with a view to enhancing the professional capacity of the team. The management is familiar with the trends of kindergarten education development. It organises diversified activities on professional development and encourages staff to participate in training. Staff is arranged to share what they have learnt so that the team can grow together.
- 1.2 The school continuously realises the inter-connected self-evaluation processes, viz. planning, implementation and evaluation, in its daily work. Apart from conducting reviews in respect of each domain to make concrete and fair comments, the school also draws reference to the stakeholders' opinions when implementing the annual School Self-evaluation (SSE), which helps the school's continuous improvement. The school puts emphasis on children's moral development and strives to enhance moral education. Picture books and story books with morals were provided, and parent-child activities were arranged to help children cultivate positive values last year. To carry on the work plan of last year, the school introduces drama activities this year to enhance learning interest and continues to nurture good virtues and values among children. The school appropriately taps external resources to conduct teachers' training while working in collaboration with parents to take forward the work plan. The progress is smooth due to proper preparation and planning.
- 1.3 The school has a clear mechanism for identification and referral. The

management makes good use of community resources to cater for the diverse needs of children with appropriate support and follow-up services in a timely manner. The school builds up partnership with parents and actively maintains close connection with them. Besides organising parent groups for sharing parenting tips, it also holds diversified parent education seminars and parent-child activities to help parents understand the school's development directions as well as enhance their parenting skills. Parents are enthusiastic in the activities and serve as school volunteers. Their recognition and support have become the backbone of the school's development.

## **2. Learning and Teaching**

- 2.1 Together with another kindergarten under the sponsoring body, the school modifies the curriculum outline with reference to the *Kindergarten Education Curriculum Guide*, teaching packages and reviews from the previous year. The school curriculum is comprehensive and adopts an integrated approach with themes. In addition, the school arranges one to two project activities for children every school year. In light of children's interests, teachers lead discussions and formulate project topics and activities with children. Children are able to learn through doing and enrich their knowledge and experience. The school continued to promote moral education by using picture books last year. Children enjoy the stories and listen to teachers attentively. A record book is used by the school to encourage parents to observe children's daily performance. Parents collaborate with the school to foster children's good virtues, which upholds the school mission of developing the six domains of spirituality, ethics, intellect, physique, social skills and aesthetics. The school has taken strengthening dramatic elements in the curriculum as its major concern this school year. Teachers have completed the initial training and are applying relevant strategies to teaching at the present stage. The work plan is being implemented in a step-by-step manner and the results are yet to be seen.
- 2.2 The school has established a systematic mechanism of curriculum coordination, monitoring and review, subject to continuous examination and enhancement. This year the teaching teams of the two schools work together to establish theme-based teaching objectives and activities incorporating learning elements of scientific exploration, art and craft, music, etc., for teacher's reference. Teachers review the teaching effectiveness and discuss the teaching content

through regular lesson preparation meetings. The drafted teaching plans had specific learning objectives and activity content, covering children's learning of attitude, skills and knowledge. Yet, some of the learning content was found not relevant to children's daily life experience. The school could further examine and continue to design its curriculum by adopting the child-centredness principle. At the end of every school year, a curriculum review is conducted for all grade levels. The review is comprehensive and in general based on children's performance. Specific recommendations and follow-up strategies for future lesson planning are proposed. That said, the teaching reflections were mainly descriptions of the pedagogical process but seldom made reference to children's performance to inform teaching arrangement. The management monitors the implementation of the curriculum and provides specific recommendations to improve teaching by attending curriculum meetings, examining curriculum documents and conducting lesson observation. The management has been advised to continue to encourage teachers to reflect on their teaching effectiveness by frequently looking into children's performance so as to revise the teaching content and activities accordingly for enhancing learning efficacy. The management strategically arranges the teaching team to conduct peer lesson observation once or twice every school year. The team offers impartial suggestions for one another which helps facilitate professional development.

- 2.3 The school adopts daily continuous observation to assess children's performance in the six learning areas under different themes. It also concretely describes children's performance in individual activities and analyses their development progress so that parents are able to learn about their children's learning and development regularly. When teachers plan their lessons, they develop child learning assessment items corresponding to the teaching objectives and discuss the assessment criteria. These learning assessment items are consolidated into the summative assessment items. However, some teachers summarised children's performance by using the mean score of the daily continuous assessment data, which failed to reflect children's development progress accurately. The management must help teachers clarify the principles of assessment so as to provide feedback on children's growth and development effectively. The school organises the child assessment information and uses it as references for adjusting teaching arrangement. The school could summarise relevant information and understand the overall performance of children in each

learning area so as to inform curriculum planning and formulate school development directions.

- 2.4 The school follows up the suggestions made in the previous Quality Review. It tries out various strategies to provide children with sufficient time for music, physical and free choice activities each school day. After reviewing last year's arrangement, the school incorporates the learning of English and Putonghua into the sing-along sessions in the current school year. As observed, teachers provided children with exposure to Putonghua through songs related to the teaching themes. Yet, the English learning activities mainly focused on storytelling. Therefore, children's exposure to music was seriously reduced on those days. The school has been required to review the related arrangement to ensure that children are given adequate time to enjoy the fun of music every day. According to the planned daily schedules, the school is able to arrange sufficient time for free choice and physical activities. However, from lesson observation, the actual time that teachers arranged for children's physical activities was often shorter than scheduled. Teachers must make sure that children have enough physical exercises every day and adequate opportunities to develop their gross motor abilities.
- 2.5 Teachers set up a number of interest corners in the classrooms and prepare abundant materials for children to manipulate. They make great effort to design theme-related interest corners and diversified activities. Children have opportunities to cooperate with one another, which facilitates their interpersonal interaction. Children observe and explore together, which helps consolidate and extend their thematic learning. That said, the set-up of the interest corners and activity instructions were unclear for some classes. The school has been required to encourage teachers to consider the entire learning environment when they make further planning for their lessons, so as to continue to enrich children's learning experience. Currently the school arranges K2 and K3 children to choose corner activities and take records of the activities they have joined on their own, and plans to design a simple form for K1 children to record their corner activities so that they can learn how to manage themselves. Teachers are required to arrange time for children to share their learning experience with peers.
- 2.6 Teachers design a wide range of theme-based sing-along activities and flexibly introduce different musical elements. Teachers actively guide children to learn beats through demonstration, play musical instruments and understand new lyrics,

so that children are able to enjoy music from singing, rhythmic movements, games and music appreciation. However, when teachers are leading children to engage in physical activities, they are not able to cater for children's performance effectively due to the limitation of space and manpower. As observed, if one teacher focused on assisting children in learning skills, the other teacher's view was likely to be obstructed because of the classroom design and display of facilities. Thus, it was difficult for them to look after children who were playing in different corners in the venue. The school could review and improve the relevant arrangement, with a view to maintaining an appropriate and safe learning environment for children.

- 2.7 Teachers are well prepared for daily lessons. They are familiar with the teaching content and activity rundown. However, teachers tend to be teacher-centred and sometimes rush through the planned activities. The management could guide teachers to ask more open-ended questions, to lead children to share their personal experience and thoughts in light of their reaction and interests, and to adjust the teaching pace appropriately to help children achieve the learning objectives effectively. Children are polite, obedient and willing to follow teachers' instructions. They enjoy playing with peers. Most of them can well express themselves and actively talk to other people. In addition, children have good self-care abilities. They tidy up things and pay attention to personal hygiene. Teachers care about children. They do not only provide individual guidance but also arrange children to sit beside them or guide them by using pictures to enhance their attention so as to cater for children's diverse needs.

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

- 3.1 The school has well developed the inter-connected self-evaluation processes by continuously reviewing and refining its daily operation. Building on this foundation, the school could formulate specific yet concise objectives and success criteria that gauge children's performance for its major concerns, so as to appropriately evaluate the effectiveness of its development plan. Apart from that, the school has promoted moral education for years and these effects have already begun to yield results. The school could consider incorporating the relevant plans into its routine work. Also, the school is recommended to make use of the established school-based SSE mechanism to review the current needs of the school and formulate its annual development foci, thereby promoting the

overall development of the school.

- 3.2 Under the leadership of the management, the school systematically coordinates the curriculum and conducts review and revision constantly. The school could continue to review the arrangement of the current music and physical activities to ensure that children are provided with sufficient time for music and physical activities every day to foster their balanced development. Meanwhile, the management could encourage teachers to use children's performance to inform teaching and continuously comply with the teaching principle of child-centredness to create a joyful school life for children.