

School No.: 312134

Quality Review Report (Translated Version)

St. Peter's Catholic Kindergarten

Unit 3, G/F, Pik Fai House, Shek Pai Wan Estate, Hong Kong

6, 7 & 9 January 2020

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region (2020)

This report can be reproduced in part or in whole, but should not be used for any commercial publicity. The original source should be cited when reproducing the report.

This English translation is for reference only. In case of discrepancy between the English version and the Chinese version, the Chinese version shall prevail.

Dates of Quality Review: 6, 7 & 9 January 2020

- 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 has a clear management structure. The management coordinates matters related to administration, curriculum, religion and parents collaboratively. It leads the team to implement various work, while allocating teaching positions for teachers and arranging them to take up roles in task groups according to their experience and strengths, so that the potential of each member is exploited in their participation in the planning and review of school matters. Experienced teachers share with the new recruits the rationale of the school-based curriculum and their teaching experience through peer collaboration, which helps build a stable team with a sense of belonging to the school. The management understands teachers' needs through different channels and provides support to them. It also utilises resources aptly for planning teacher training activities to tie in with the school's development plans. The teaching team discharges its duties properly. Team members express their opinions candidly and are willing to share what they have learnt to foster their professional development. The team strives to make progress, laying an important foundation for the school development.
- 1.2 The school has followed up the recommendations of the previous Quality Review (QR). It has improved the corner design and strengthened teacher-child interaction in activities, so as to improve the learning effectiveness of children. The school consents to the rationale of school self-evaluation (SSE). It has established a clear mechanism to review its work effectiveness. It has also set up task groups in accordance with the needs of its daily operation and curriculum development to assist in implementing various development work, and help the management monitor and evaluate the development plans. The team discusses together and puts forward concrete plans for improving the curriculum with reference to the evaluation results including children's assessment information and teaching reviews. Last school year, the school took enhancing children's language ability as the major concern. It brought in professional support, utilised parent resources to promote read-aloud

activities, and design games to provide children with more opportunities to express themselves verbally, thereby boosting children's language expression ability and self-confidence. The effectiveness of the plan is well observed. The management is able to keep abreast of the latest development of kindergarten education and the rationale of the sponsoring body, with stakeholders' needs taken into account as well while leading the team to formulate and prioritise the development plans. It has set up specific objectives for the plans and deployed diversified strategies. Building on the foundation of curriculum development, the school regards promoting play to facilitate children's active learning as the development plan in this school year. The effectiveness is seen initially.

- 1.3 The school provides suitable care and support services for children through various channels, enabling them to grow up healthily in a joyful and caring campus. To cater for children with different needs, the school taps external support services. In addition, teachers pursue further studies in relevant areas and foster interdisciplinary collaboration with the supporting team, with a view to deepening their understanding of children's diverse needs. With respect to the kindergarten-primary transition, the school not only provides parents with information about choosing primary schools, but also co-organises primary one simulated activities with primary schools that are under the sponsoring body. In this way, the school can get children psychologically and emotionally prepared for their promotion to primary one, while fostering the exchange between kindergarten and primary school teachers on their understanding of the curricula at the two learning stages. The school maintains close communication with parents. It organises parent seminars, interest classes and lesson observation activities for parents regularly to help them get a better grasp of the school's vision and curriculum features, as well as strengthening their parenting competence through enhancing their communication skills with children. Parents support the school. They are willing to serve as volunteers and take part in parent-child activities, joining hands with the school to foster children's growth.

2. Learning and Teaching

- 2.1 The school designs a theme-based integrated curriculum by making reference to the teaching packages, with appropriate content that covers all learning areas selected in accordance with children's life experiences. The school adheres to the core values of the sponsoring body and attaches great importance to children's spiritual and

moral development. It has formulated the development plans and arranged activities such as thematic teaching, environmental protection and caring for the community in recent years, with a view to nurturing children's positive values and attitudes such as caring for others, bearing responsibility and respecting life through diversified learning experiences. The teaching schedule for each grade level is well organised that enables progression for all children. The school keeps reviewing the homework design that the frequency of mechanical copying for K2 and K3 has been reduced in recent years, which heads in the right direction. However, some of the teaching content and homework for K3 is rather difficult which cannot meet children's abilities. The school must make improvement accordingly.

- 2.2 The school has followed up the recommendations of the previous QR to provide sufficient music and physical activities for children daily. However, the time for free choice activities for each class on Friday and for the whole-day classes on a daily basis is still insufficient. The school must modify the daily schedule to ensure that children can have adequate opportunities for self-directed learning every day, so as to develop their interests and abilities in various areas.
- 2.3 The school has a thorough planning on assessing children's learning experiences. It has formulated assessment items and concrete criteria in accordance with the curriculum goals, helping teachers observe and record children's learning progress continuously and objectively. The school keeps children's work, teachers' observation records of children, etc., in the learning portfolios as evidence for children's growth in different aspects. Upon completion of a school term, teachers summarise all assessment information to conclude children's performance in different developmental stages. The school informs parents of the assessment results in a timely manner so that they can understand their children's learning and development progress. It also follows up individual children's learning needs while informing the planning of learning and teaching with reference to the assessment information.
- 2.4 The school has established a sound mechanism of curriculum coordination, monitoring and review. The management leads teachers to devise the curriculum outline collaboratively, so that the teaching schedule of each grade level can be moderated to ensure the spiral development of the curriculum. Before the start of a theme, teachers make reference to the teaching reviews from last school year and discuss the design of thematic teaching activities and interest corners through collaborative lesson planning. They can give suggestions for improvement in good

time. The management monitors curriculum implementation and provides teachers with timely teaching support through scrutiny of the curriculum documents and classroom walkthroughs. Teachers review their teaching and reflect on the effectiveness of activity design in view of children's performance. The school team can identify the needs of curriculum development and plan the annual development work through discussion and reflection, so as to promote the advancement of the school curriculum.

- 2.5 This school year, the school identifies a major concern to design play activities to facilitate children's active learning. It makes use of the lobby, corridors and music room flexibly to design corner activities based on the teaching themes. Teachers provide various kinds of materials and tools while designing diversified games, enabling children to consolidate the knowledge and skills of different learning areas. Children may play in different ways in some games at the interest corners so that the resources can be shared among children from different classes effectively. In this connection, children may engage themselves in the games according to their own abilities and prior knowledge, with a view to enhancing their interest in self-directed learning. They are familiar with the routines of corner activities while they plan their corner activities according to their preferences. They are also keen on trying different games to challenge themselves, while creating artworks with teachers in the art corner. Teachers give guidance and intervene children's games in a timely manner. They help children consolidate their learning experience, enabling them to share their ideas and thoughts.
- 2.6 The school has deepened the experience gained in enhancing children's language ability from the development work of last school year. Teachers plan language activities meticulously such as arranging interesting group games and parent-child read-aloud activities during morning and afternoon assemblies, so that children can have more opportunities to listen and talk to the others. Children listen to teachers' instructions attentively and respond appropriately, demonstrating good comprehension ability. They are willing to share with others, and speak clearly with confidence. Teachers engage children in English imaginative play in the lobby, creating a real-life and language-rich environment for them. As observed, K2 and K3 children are engaged in role-playing. When imitating the scenarios of buying and selling ice-cream and sushi, they use simple English to communicate with peers naturally. Teachers give language demonstration during children's play, and encourage children to speak in English. The activities are filled with a relaxing and

joyful atmosphere.

- 2.7 The teaching team collaborates well, thus it is able to pass on the experience of curriculum development to enhance the teaching effectiveness. Teachers are well prepared for their teaching. They use pictures, teaching aids and real-life examples to facilitate children's understanding. Teachers have good communication skills. They present clearly and make use of questioning to stimulate children's thinking and encourage them to share with others. During physical activities, teachers not only arrange skills training for children, but also enable them to select different physical equipment to play with in their own ways. Children enjoy participating in physical activities with peers devotedly. Teachers accept children's diversity. They provide individual guidance to children and adjust the homework content according to the progress of their own. They also encourage children to help one another to create an accepting, harmonious and inclusive atmosphere on the campus.
- 2.8 Children observe rules and show courtesy. They would greet others spontaneously. They are also willing to follow teachers' instructions to engage in activities in good order. Children answer teachers' questions actively and listen to peers' sharing patiently, showing appreciation and support to peers. Non-Chinese speaking children are engaged in classroom interaction. They get along with teachers and peers, and chat in simple Cantonese. When having snacks, children pour water and get food by themselves. They also pack items properly of their own accord after activities, displaying good self-care abilities.

3. Recommendations for Enhancing Self-improvement of School

The school has a clear SSE mechanism. It is able to review the school context based on the foundation for development, in order to formulate the plans for future development. The team has built a shared vision to promote continuous progress of the school. Building on the foundation, the management should yet synergise team members' professional competence to improve the daily schedule and revise the difficult content in the K3 curriculum, thereby ensuring the provision of a balanced and appropriate curriculum to facilitate children's learning and all-round development.