

School No.: 325732

Quality Review Report (Translated Version)

St. Philip Lutheran Church Kindergarten

Podium Level, Tsui On House, Tsui Ping Estate, Kwun Tong, Kowloon

13, 14 & 16 February 2023

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region

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Dates of Quality Review: 13, 14 & 16 February 2023

- 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 organisational structure. Team members discharge their duties properly while working together to implement the curriculum and carry out routine work. The management has served the school for years and is familiar with the school operations. The school has undergone renovations in recent years to optimise the school environment sustainably. Management members put emphasis on communication with the team and are open-minded to listen to teachers' opinions. They also take into account teachers' abilities and experiences when allocating duties as well as giving adequate support and guidance. Teachers observe and learn from one another during peer lesson observations. Team members cooperate with each other, creating a harmonious working atmosphere as a whole.
- 1.2 The school recognises the importance of school self-evaluation (SSE) and establishes a SSE mechanism, of which teachers are led by the management to collect different information for reviewing school tasks and jointly discuss the development direction for next school year. In response to parents' views, the school regarded strengthening the effectiveness of English language activities as its major concern last school year, with forming a core group and training teachers as major strategies. In view of the personnel changes this school year, the activities are now conducted by a native-speaking English teacher and the plan continues to be taken forward. Besides, the school also regards strengthening teachers' professional competence as its major concern this school year. It leverages external resources and provides training based on teachers' needs, with an aim of enhancing teachers' skills in designing and leading activities. The work plan is carried out smoothly.
- 1.3 The school embraces and cares for the diverse needs of children. It has established a mechanism for referring children in need so that they can receive appropriate professional support services. In the last school year, the school took sharpening teachers' skills in catering for children in need as its major concern. It arranged school-based training for teachers to learn and grasp the relevant skills in rendering

support, thus applying the skills to daily teaching. Teachers support non-Chinese speaking (NCS) children individually and provide parents with school information and children's learning in order to help NCS children adapt to school life the soonest. Teachers closely liaise with parents and share their views on children's performance in the school and at home with each other so as to follow up on children's situation collaboratively. The school values parent education and regards this as another major concern this school year. It utilises resources to organise seminars, workshops, parent-child activities, etc., which are conducive to improving parents' child rearing skills and fostering parent-child relationship. Parents trust and support the school. They are willing to take part in school activities.

2. Learning and Teaching

- 2.1 The school makes reference to the teaching packages and takes into account children's life experiences and interests to design an integrated curriculum using themes. The curriculum is comprehensive in content and cultivates children's attitudes as well as including the acquisition of knowledge and skills. Tying in with the themes, the school arranges experiential activities such as visiting a bus station and going shopping at a supermarket to enrich children's learning experiences. The school has been enhancing children's knowledge in Chinese culture progressively. For instance, it organises festivities, cultural and art activities as well as conducting national flag raising ceremony to guide children to learn about and respect the national flag and national anthem. There are music, physical, art and free choice activities in the school daily but the school does not provide sufficient free choice activity time for K3 half-day class in the morning. The school is required to revise its daily schedule to ensure a balanced development in children. Additionally, some pieces of homework of K3 are rather difficult, the school must remove the inappropriate parts so as to cater for children's developmental needs.
- 2.2 The school has formulated the policy on the assessment of child learning experiences, with assessment items aligned with the curriculum objectives and are comprehensive in content. The school creates learning portfolios for children to keep thematic assessments, activity observation records and so forth in an orderly manner, as evidence of children's development. The school has followed up on the recommendations of the previous Quality Review to stop presenting children's performance in grades. Teachers assess children through continuous observation

and keep parents informed of their children's learning at school timely. Teachers make reference to the child assessment information and follow up on children's needs individually. The school could perform integrated analysis of the assessment information to a further extent in order to understand the overall performance of children of each grade level, serving as reference to improve the curriculum.

- 2.3 The school has a curriculum management and monitoring mechanism in place. The management leads teachers to discuss the curriculum content while keeping track of teaching and giving suggestions for improvement thereof through participating in meetings, scrutinising documents and observing lessons. Teachers conduct self-reflections in teaching regularly and jointly review the activities upon completion of each theme. Some teachers are able to describe children's performance and propose recommendations for classroom activity arrangement. It is also necessary for the management to lead the team to review the appropriateness of teaching objectives, activity design and teaching strategies, thus further strengthening the effectiveness of learning and teaching.
- 2.4 The school has a bright and clean environment. Teachers make good use of classrooms and corridors to exhibit children's artworks, which is favourable to children's mutual appreciation. A variety of interest corners, including reading corner, role-play corner and exploratory corner, are set up in the classrooms. Children play in the interest corners of their choices and love participating in corner activities. They are attentive and fully engaged. As observed, children read books and played puppets alone or together with peers, or highlighted what they have learnt from a theme in the books to demonstrate their reading interest. The school offers different art materials and children use eco-friendly materials to design three dimensional artworks. Their drawings are rich in colour, displaying their creativity. Teachers decorate the role-play corner meticulously with theme-related pictures and toys. Children engage in role-playing activities which help their language and social development. The exploratory corner is furnished with sand, seashells, magnifying glass and other items, but the activity design fails to facilitate children to explore proactively. Teachers are required to enhance the exploratory elements in the corners so that children can cultivate their curiosity and inquisitive spirit through observation and comparison.
- 2.5 Teachers care for and accept children. They adjust the arrangement of homework in light of children's needs and provide individual support to children during activities. During thematic activities, teachers explain clearly and use questions to

encourage children to express their views. Teachers design various experiential activities, such as making recycled paper and flag selling simulation, which helps children get engaged in learning and understand the content. During free choice activities, teachers observe children's performance and timely intervene their activities to render guidance. Teachers may play with children so that they can better understand children's performance in the activities. Teachers may also motivate children to share their experience and feelings during reviewing sessions to consolidate the acquired knowledge. During music activities, children sing and beat time with musical instruments, enjoying the fun therein. Teachers design physical games for children to have opportunities for gross motor exercises and peer collaboration. As observed, children had fun in taking part in the activities. However, the duration of some activities was rather short or some activities required a long waiting time. Teachers are advised to improve the arrangements of activities such that children could have sufficient amount of exercise. Meanwhile, teachers may give feedback to children at an opportune time with the aim of enabling children to grasp the key movement features promptly to be better engaged with physical activities.

- 2.6 Children obey rules and show courtesy. They are willing to help others while giving advice to peers from time to time, getting along with one another during play. Children love to go to school and engage in activities to express and share their views with willingness. During English activities, children sing along nursery rhymes and make corresponding movements. They also respond to teachers' questions in simple words, showing confidence. The major concern has delivered positive results. As observed, children possessed self-care abilities as they were able to pack their personal belongings and were pleased to assist teachers in tidying things up.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The school devises development plans by taking into account the school context and utilising resources. However, the management could lead the team to make prudent use of children's performance information and integrated analysis of teaching reflection, and leverage communication in regular meetings to have an accurate insight into the school current situation and the effectiveness of the plans to inform the planning of next school year. When drawing up a development plan, the school is required to think about strategies from multiple perspectives and set concrete

success criteria according to the task objectives with a more careful and detailed deployment, thus fostering the continuous improvement of the school.

- 3.2 The school actively provides activities on parent education. Building on this foundation, the school is recommended to further utilise parents' effort, for example by arranging parents to assist in school activities and to work with the school to nurture children's learning and growth. The school is required to revise its daily schedule and remove those K3 homework that is excessively difficult so as to meet children's developmental needs. The management may guide team members to strengthen the effectiveness of their reflections, including reviewing teaching from the aspects of how teaching objectives are set and the appropriateness of the activity design, to inform the curriculum. Teachers are advised to enhance the exploratory elements in the exploratory corner in order that children can take part in activities proactively, hence cultivating an inquisitive spirit in them.