

School No.: 312479

Quality Review Report (Translated Version)

St. Rose of Lima's Kindergarten

G/F.-2/F., 104A Boundary Street & G/F.-1/F., 104 Boundary Street, Kowloon

13, 19, 20 & 30 June 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, 19, 20 & 30 June 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 Backing up by the organisation, the school and is well-supported in administration, human resources management, professional development of teachers and other areas to facilitate its continuous advancement. The administrative structure of the school is clear. With consensus, members of the management team work together to coordinate the curriculum development and support teachers. In order to train up teachers to serve in the middle management, teachers are arranged to join different functional groups and take turns to act as group leaders to help plan and implement school work in various domains, hence accumulating experiences gradually. Specific code of practice and guidelines are put in place for the staff members to be well aware of their duties and responsibilities. The electronic filing system makes it convenient for accessing and updating data. All these result in smooth day-to-day operations of the school. Through regular meetings, the management encourages mutual communication and candid sharing of experiences among staff members to promote their cooperation. The school also utilises instant messaging software to disseminate and exchange information effectively. Staff members trust and care for each other. They work as one to make continuous improvement.
- 1.2 The school has followed up on the recommendations of the previous Quality Review to refine the appraisal system. The assessment criteria are explicit which facilitate the professional growth of teachers. The culture of school self-evaluation (SSE) has been entrenched in the school. The team embeds the inter-connected SSE process, viz. planning, implementation and evaluation in daily work. The school adopts collective discussion to evaluate various domains of work and grasp its needs to formulate development plans that correspond to the school context. In these two school years, the school has regarded promoting reading as the major concern. It has enhanced children's interest in reading through environment set-up and award schemes. In addition, the school took improving the effectiveness of art activities and implementing moral education as the major concerns in the last school year. It

enlisted external professional support to successfully boost the confidence of teachers in leading art activities. After evaluation, the team believed that it was necessary to keep promoting moral education. Therefore, one of the objectives of the school in this school year remains to be cultivating children's moral character. The management leads teachers to draw up suitable work strategies based on the development foundation of the school. The work has been implemented in a step-by-step manner and the plan has achieved the expected results.

- 1.3 The school caters for children's diverse needs carefully and provides appropriate care services for them. An effective identification and referral mechanism is in place. The school maintains close communication with parents and makes good use of the resources of the organisation and the community to arrange assessment and counselling for children in need to receive support the soonest. The school holds different parent education activities, including helping parents understand the rationale of learning through play, so that it can foster children's healthy growth with parents together. The school has put a great effort into promoting home-school cooperation in recent years. According to parents' needs, it conducts parenting seminars, forms parent volunteer team and so forth to deepen parents' understanding of their children's learning and the school development. Parents recognise the school mission. They care about their children's learning and growth. They are willing to make suggestions to the school while the school follows up on the suggestions actively for children to receive proper care. Thus, home and school join hands to nurture children.

2. Learning and Teaching

- 2.1 With reference to the *Kindergarten Education Curriculum Guide*, the school develops themes that tie in with children's interests, life experiences and needs. The learning content covers the six learning areas. Teachers of the same grade level discuss together the learning content and activity design. Class-based activities are held in the last week of a theme such that teachers of each class can organise learning activities after considering parents' views or understanding children's interests. To dovetail with the major concern of promoting reading, the school launches a parent-child reading award scheme to encourage children to read different types of books. The books in the classroom reading corners not only cover a wide range of topics, but also are beautifully printed and adorned to attract children to read. Books are

placed in other interest corners as well to increase children's reading opportunities, creating a reading atmosphere successfully. As observed, children loved to read in the interest corners and often shared stories with peers. The effectiveness of the scheme is significant. Regarding promoting national education, in addition to holding the national flag raising ceremony regularly and teaching children to follow the warranted etiquette, the school lets children know about Chinese culture, such as traditional custom, arts and inventions, through thematic learning. In tandem, the development and achievement of the country in recent years are exhibited on the display boards to cultivate a sense of national identity in children. The school sets different character traits for children of each grade level to practise, including bravery, self-disciplined and perseverance, according to the major concern of moral cultivation. It builds children's moral character through stories and play. The effectiveness is evident.

- 2.2 In consonance with last school year's major concern of improving the effectiveness of the art activities, teachers have already developed their confidence in leading art activities. Furthermore, the school has deliberately allocated more time for art activities for children to have sufficient time to observe, create and appreciate one another's artworks. It is observed that teachers led children to admire the work of the masters before creating. Yet, teachers are advised to improve their skills in guiding children to create artworks. Teachers should avoid only asking children to refer to the work of the masters when creating. They may encourage children to incorporate their creative ideas into their work and express their own thoughts in different ways. The school arranges enough time for children to participate in art and music activities every day. During music activities, teachers guide children to sing, perform rhythmic movements and play musical instruments. Children thoroughly enjoy themselves and show a sense of rhythm. However, there is one day every other week when children do not have a chance to take part in physical activities, and the time assigned for free choice activities is slightly inadequate on a particular day of a week. The school must revise the abovementioned arrangements to ensure a balanced daily schedule. Some pieces of homework in Language for K2 and K3 as well as some pieces of Early Childhood Mathematics homework for K3 are too difficult and do not meet children's developmental and learning needs. The school must remove such homework.
- 2.3 The school has set up a curriculum management mechanism. The management steers group leaders of each grade level to evaluate the effectiveness of the

curriculum implementation, explore development direction and formulate various feasible strategies in meetings. Through observing lessons, the management understands the teaching and learning situation and gives timely advice for improvement to teachers. It also organises peer lesson observation to foster teachers' professional development. Teachers conduct reflection daily. They document children's learning performance and make suggestions on refining the activity design, which serve as the basis for reviewing the curriculum of each grade level. The school employs professional development activities to enable teachers to examine the learning foci of the themes, contemplate and determine anew the priority of the content so as to further improve the curriculum. Such practice is desirable.

- 2.4 The school plans its space properly for teachers to conduct music, physical and language activities conveniently. It purchases a variety of physical activity products for children to select during physical activity time. Teachers design and lead diversified physical activities. They grasp the principal techniques of basic body movements and give guidance to children timely. There is an adequate amount of exercise for children to foster their gross motor development. When choosing physical play materials on their own, children mostly design circuit games and teachers mainly stay around to observe them. Besides, some teachers stop children from making new attempts. As long as children are safe and understand the house rules, teachers are suggested to allow children to explore how to use the materials themselves, so that they can accumulate different experiences. To enhance the effectiveness of children's play, teachers may join in their games, increase the interaction with children, guide and inspire them to play, hence further engaging children to learn.
- 2.5 Children's artworks are placed in the classrooms to facilitate their mutual appreciation as well as creating a sense of belonging effectively. There are different interest corners in the classrooms for children to extend their learning of the themes, develop their fine motor skills and hand-eye coordination through activities like simulation, exploration and arts and crafts. As observed, children played actively in the corners. They worked together to construct cottages, castles, tunnels, etc., with different materials, unleashing their creativity through play. Children are familiar with the routines of free choice activities. Most of them like to invite and play with peers or teachers, which is conducive to fostering their social development and building their self-confidence.

2.6 Teachers are conscientious and their teaching is impassioned and appealing. They prepare teaching aids meticulously to help children comprehend the learning content. Teachers possess classroom management skills. They often praise children to enhance children's performance and assist children in setting up classroom routines. Meanwhile, teachers create the role of a group leader to let children take responsibility. The school provides time for review daily. Teachers begin with asking simple questions to allow children to share their moods and feelings towards the activities of the day. Then, children are led to explore and describe their discoveries during play. The interactions are satisfactory. It is observed that children were willing to share and they appreciated one another.

3. Recommendations for Enhancing Self-improvement of School

The team of the school is keen to improve. It builds a harmonious atmosphere in the workplace and strives to promote home-school cooperation to support learner diversity. It also plans the school's development work strategically and facilitates the continuous advancement of the school through the routine cyclical process of SSE. In order to further enhance the effectiveness of learning and teaching, the school is required to keep refining the daily schedule to arrange sufficient physical and free choice activity time for children. Moreover, the school must cancel the difficult homework design to meet children's developmental and learning needs. Teachers could join in children's physical games so that children will be inspired when interacting with one another and engage in more exploration.