

School No.: 156841

Quality Review Report (Translated Version)

St. Stephen's Catholic Kindergarten

G/F, 14 Wing Fong Road, Ha Kwai Chung, NT

11, 12 & 16 December 2019

**Kindergarten Inspection Section
Education Bureau**

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

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Dates of Quality Review: 11, 12 & 16 December 2019

- 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 is supported by the sponsoring body in organising diversified training activities, so as to strengthen the team's professional competence continuously. The management values collaboration among teachers. It arranges experienced teachers as mentors to guide new staff, with a view to providing suitable support for them to understand the work requirements. The school has a clear administrative management structure. The division of labour for each member is specific, and the daily operation is smooth. The management is willing to consider teachers' views. It has strived to nurture middle management staff in recent years, enabling experienced team members to act as the bridge between the management and teachers, so as to further foster communication and exchange among staff. Under the leadership of the management, teachers actively practise what they have learnt and keep pace with the times. They strive to enhance children's learning effectiveness with concerted effort.
- 1.2 The school follows up the recommendations of the previous Quality Review (QR) by adjusting the daily schedule and reducing the preset thematic teaching content, so that teachers can design more free choice activities and reserve sufficient time for children to learn through play. The teaching team keeps abreast of the development trends of the curriculum. It reviews the school context collaboratively under the steering of the management to evaluate the effectiveness of various work. The team also considers the views of different stakeholders when formulating the annual major concerns, in order to promote the development of the school at an appropriate pace. In recent years, the school actively incorporates the elements of moral education into the curriculum. In tandem, it implements a reward scheme and parent-child activities to facilitate children's good behaviour at school and home, so as to foster the affective and social development of children. This year, the school takes enhancing children's ability in self-directed learning as the objective of its development plan. It refines the design of corner activities and increases the supply

of materials for children to plan and arrange their own activities during free choice activities. Children are guided to conduct reviews and sharing after completion of the activities. The preliminary effectiveness of the plan is observed.

- 1.3 The school puts in place an identification mechanism for children with special needs. It communicates with parents in a timely manner and capitalises on external resources to support children's learning. The parent-teacher association has been established for more than ten years, and it serves the role of fostering home-school communication. Parent committee members actively assist the school in organising various kinds of activities, such as the parent-child game day and accessory making class, which are conducive to strengthening home-school liaison. Through participating in the school's voluntary work such as parents' storytelling sessions, assisting in visits and on-site lesson observation, parents are provided with different firsthand opportunities to understand children's learning progress. In addition, the school organises parenting seminars and workshops in response to parents' requests, thereby helping parents get a clear picture of children's learning and developmental needs in the kindergarten stage. As such, home-school cooperation can be enhanced in order to support the healthy development of children.

2. Learning and Teaching

- 2.1 With reference to the teaching packages, the school selects real-life themes in designing its integrated curriculum. The curriculum is comprehensive. It covers all learning areas and includes the cultivation of positive values and attitudes in children, as well as their acquisition of knowledge and skills. The school actively follows up the recommendations of the previous QR by placing more emphasis on scrutinising the thematic teaching content, adjusting the teaching progress and daily schedule. In tandem, it provides children with more opportunities to engage in play, so as to enhance children's learning effectiveness by deploying measures from different aspects. The school arranges sufficient time for children to engage in free choice, music, physical and art activities every day, thereby facilitating their balanced development. In recent years, the school has reduced the amount of vocabulary copying for children. However, the school must cancel some of the K3 homework which is too difficult. The school must also cancel some of the simulated activities of primary one including dictation activities and those with learning content that is not developmentally appropriate at kindergarten stage. In addition, the school

should ensure that children are provided with adequate opportunities to take part in music, physical, art and free choice activities daily during the primary one simulated activities, thereby meeting the needs of children.

- 2.2 Based on the review findings, the school selects particular focuses in cultivating children's values and attitudes, and incorporates them into the curriculum, so as to proactively carry out moral education. Last school year, the school took politeness, caring for others and joyfulness as the focuses. It enabled children to learn good behaviour through storytelling and experience sharing. It also launched a reward scheme and organised home-school cooperation activities in providing children with the opportunities to practise good morals, such as arranging children to be the politeness ambassadors to greet peers, encouraging children to express care to families and sharing joyful moments with others. As observed, children care for others on their own initiative and treat others with courtesy. The expected results of the plan are observed. This school year, the school takes enhancing children's self-care abilities and nurturing their self-discipline and obedience as the focuses. It continues to strengthen children's good behaviour through the reward scheme. It also designs simple tasks based on the abilities of children in each grade level, and encourages children to complete the tasks on their own at home, such as putting on and taking off shoes and socks, as well as tidying up clothes. The school joins hands with parents to develop the self-care abilities of children. The plan is implemented steadily.
- 2.3 The school assesses children's performance in different areas through continuous observation and records. It reports children's learning progress to parents. Every school term, the school writes up the activity observation records in different areas and analysis of craft work for children, which concretely reflect children's development progress. The school invites parents to assess their children's performance at home based on the learning objectives of the themes. Yet, it is difficult for parents to observe and grasp their children's real learning progress in different areas at home. The arrangement is inappropriate, and the school must revise accordingly and cancel such a practice. Overall speaking, the school can make use of the assessment information to follow up with individual children's learning and development. It can also use the information as the basis for reviewing the curriculum.
- 2.4 The school has a clear mechanism of curriculum management. Teachers make reference to the curriculum review results in the previous year, so as to adjust the

teaching content for the next year. They also devise teaching plans with clear objectives as well as discuss the design of teaching and corner activities together through grade-level meetings. After lessons, based on children's performance, teachers review the teaching effectiveness and adjust the teaching arrangement with reference to the learning objectives. The management understands the curriculum implementation and provides teachers with suggestions for improving teaching through lesson observation, attending meetings and scrutinising curriculum documents. It also leads teachers to consolidate children's assessment information systematically, so as to inform curriculum planning. This school year, the school sets up a separate session for children in the whole class to complete some of the homework given on the day together during lessons. As observed, children complete the assigned homework in class at different paces. Before starting other activities, children generally need to wait until teachers finish checking their work and peers have completed the homework. The school should improve such an arrangement, so as to enhance the learning effectiveness of children.

- 2.5 The school takes enhancing children's ability in self-directed learning as the major concern this school year. Teachers make good use of the campus space to set up interest corners, as well as improving the arrangement and design of the corner activities. They also arrange children of the same grade level to use the classrooms, activity room and corridor together to engage in different kinds of games. Teachers design the corner activities in accordance with the themes, in which diversified games are in place for children to extend their daily learning through manipulation and exploration. As observed, children discover and do testing in the exploratory corner, such as watching the change of mouldy bread, comparing the weight of coins and discovering the different sounds generated by friction. The imaginative play corner is attractively decorated where children act out different characters, including doctors, nurses and salespersons. Children play together happily, and their language development is facilitated through interaction. Teachers design teaching aids with the function that allows children to check the answers by themselves, which helps enhance children's ability in self-directed learning. On the other hand, the school currently allows children to play in only one interest corner every day. The school is recommended to relax the rules for children to enter the corners and gradually allow them to select corner activities with more flexibility, so as to cater for the difference in learning interests and diversity among children. This school year, the school strives to place emphasis on enabling children to plan and review their

activities in their free choice activities. Teachers guide children to share the ways to play and difficulties encountered through questioning during review sessions. They may yet make good use of children's sharing, so as to lead them to think further and inspire their learning.

- 2.6 Teachers care about and accept children. They adjust the homework content and provide individual guidance during activities in accordance with children's needs, so as to meet the diverse needs of children. Teachers prepare for their teaching carefully. They effectively use role-play and video clips to arouse children's learning interests. Teachers present clearly. They use their varied tones and voices to catch children's attention. Teachers often guide children to be grateful and care for others. They praise and appreciate children, so as to help them build their self-confidence. During music activities, teachers enable children to feel the beats of songs, sing melodies and engage in games. Children are fully devoted. During physical activities, teachers involve children in designing some of the activities. Children take part in the activities earnestly and master relevant skills.
- 2.7 Children enjoy going to school. They are pleased to follow teachers' instructions when engaging in various kinds of activities, therefore the classroom order is good. Children play together and like sharing with others. They possess good speaking ability and express themselves with self-confidence. Children are willing to serve as group leaders to actively help teachers and serve peers, demonstrating good social development. In addition, they pack the learning items and tableware by themselves, displaying good self-care abilities.

3. Recommendations for Enhancing Self-improvement of School

In recent years, the school actively strengthens teachers' professional competence through internal professional exchange and collaboration. The management strives to communicate with teachers in order to enhance cohesion among team members. The school continuously promotes curriculum development. Yet, it should delete the inappropriate homework for K3 and cease the arrangement of requiring parents to assess their children's learning performance. It should also improve the design of the simulated activities of primary one by cancelling the dictation activities and deleting inappropriate learning content as well as revising the daily schedule, thereby meeting the developmental needs of children.