

School No.: 131440

Quality Review Report (Translated Version)

St. Stephen's Church Primary School & Kindergarten

**Primary Block (Excluding 2/F Room 303-305 and Staff Room 3/F) &
G/F & LG1/F & LG2/F & Activity Room at LG3/F Church Block,
71 Bonham Road & 62 Pokfulam Road, Hong Kong**

18, 19 & 21 March 2024

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region

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Dates of Quality Review: 18, 19 & 21 March 2024

- 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 leadership team understands the school's needs through regular meetings and renders advice on administrative management at an opportune time while providing adequate support to promote the sustainable development of the school. The school has a clear organisational structure that the authorities and responsibilities of members are well-defined. Members of the management discharge their duties properly to perform their leadership role in administration and curriculum for guiding the team to carry out different tasks. In tandem, the management allocates duties appropriately based on teachers' experiences and expertise so that teachers can give full play to their strengths. In conjunction with the development needs, the school assigns training activities for teachers while arranging experienced teachers as mentors to guide newly recruited teachers, which can support the new staff aptly in understanding the operation and curriculum of the school, thus the new staff can adapt to the work environment the soonest.
- 1.2 The school has established a school self-evaluation (SSE) mechanism to put the inter-connected process, viz. planning, implementation and evaluation into its daily work. For example, collecting views on activities from different stakeholders to review the implementation of the activities and use it as reference for planning activities in the future. At the end of a school year, the management guides teachers to analyse information of various tasks for examining and concluding the effectiveness of the tasks. The school is determined to enhance the efficacy of learning and teaching. It has been adjusting the curriculum schedule in the learning area of Early Childhood Mathematics in recent years, whereas it regards its major concerns of this school year as improving music teaching activities and creating a rich environment setting respectively. The team examines the school context and children's needs to devise implementation strategies. It also grasps the relevant rationale by participating in professional training activities before revising the curriculum content, and then designs music games and optimises the learning environment. The plans are

implemented in a step-by-step manner.

- 1.3 The school accepts and cares for children's diverse needs. It has developed an explicit identification and referral mechanism such that children receive suitable support at an early stage. The school communicates with parents through multiple channels and has close contact with them. Apart from offering assistance in non-Chinese speaking (NCS) children's learning, the school also gives NCS parents the English version of the school notices and provides simultaneous interpretation services during parent seminars to let them understand the relevant content, including the curriculum, in order to facilitate their children's learning. Moreover, the school organises parent education seminars, parent lesson observation, volunteer team, etc., to inform parents of its development direction and facilitate them to keep track of the learning of their children. Parents fully support the school and are engaged in volunteer work to help implement activities. Parents and the school have built a partnership, working together to cultivate children's healthy growth.

2. Learning and Teaching

- 2.1 With reference to the *Kindergarten Education Curriculum Guide* and the teaching packages, the school designs an integrated curriculum which covers all learning areas holistically. The school strives to nurture children's moral and spiritual development in accordance with the education rationale and mission of the organisation. Through morning and afternoon assemblies, religious story sharing and so forth, teachers help children learn about good moral character such as expressing gratitude, cherishing and caring for others, helping children develop proper values and attitudes. The school organises outdoor activities and snack tasting to enrich children's learning experiences. The school is keen to incorporate more Chinese culture elements into the curriculum. Teachers conduct project learning with children of each grade level under the theme of Lunar New Year. Teachers guide children to know about the relevant traditional custom and launch parent-child Lunar New Year Fair. Parents and the school collaborate to promote children's understanding of Chinese culture from an early age, cultivating a sense of national identity in children. Children are arranged to carry out activities in whole-class, group and individual learning modes. They are also given sufficient time for participating in music, physical, art and free choice activities every day to foster their balanced development. However, some learning content and pieces of homework

for K3 in the second school term, as well as some of the pre-writing exercises for K1 are rather difficult. The school must remove these arrangements in order to cater for children's developmental needs.

- 2.2 The school has followed up on the recommendations of the previous Quality Review to establish a mechanism for the assessment of child learning experiences. The school has refined the assessment content to record and evaluate children's performance in each learning area through continuous observation. Thematic assessments, observation records, children's works and so forth are kept in the learning portfolios. Meanwhile, the school invites parents to observe children's performance and attitudes in daily life for teachers to understand the growth of children from multiple perspectives. Teachers keep parents informed of the learning needs of their children and provide concrete suggestions for fostering children's development through regular distribution of assessment information and face-to-face meetings so that parents can take follow-up actions. The school devises specific assessment criteria to help teachers perform assessments in an objective manner. The school must revise the methods of conducting summative assessments for reflecting the actual learning performance of children. The school is also advised to consolidate and analyse the child assessment information to inform curriculum.
- 2.3 The school has put in place a clear mechanism for curriculum coordination, monitoring and review. The management steers teachers to conduct collaborative lesson planning while keeping track of the curriculum implementation by walking through classrooms and scrutinising curriculum documents. The management gives timely advice and feedback to teachers as well. Teachers reflect on and review against children's performance periodically and some teachers can point out the difficulties in teaching. However, teachers may propose concrete suggestions for improvement with a view to further optimising the teaching design. The team reviews the curriculum effectiveness regularly. The school is examining and revising the daily schedule and arrangements of kindergarten-primary transition activities for K3 so as to meet children's development, which heading for the right direction.
- 2.4 The school has actively arranged training for teachers regarding strengthening children's learning in Early Childhood Mathematics in recent years so that the teaching team can enhance its professional knowledge and teaching skills. In tandem, the school has modified the related curriculum outline with the aim of

assisting children in understanding basic mathematical concepts progressively. Teachers have taught different mathematical content and let children consolidate their learning through manipulation of teaching aids. Nevertheless, teachers are required to design integrated games that are in line with themes and real-life context, facilitating children to cultivate learning interest and construct knowledge from perception and experiential learning. In this school year, the school takes improving music teaching activities as its major concern. It organises training for teachers to deepen their understanding of the related topics. The management plans peer lesson observation and evaluation for teachers to share their teaching experiences and foster professional exchange. As observed, music activities were mainly comprised of singing and musical instrument manipulation. Some teachers asked children to perform rhythmic movements and dance as well to arouse children's participation. Teachers are recommended to design more fun-filled music games, including simulated scenarios, to facilitate children to unleash their imagination and creativity, express their feelings and enjoy the fun of music activities.

- 2.5 The school environment is clean and neat with adequate lighting and outdoor play venues. The management leads teachers to plan various learning activities by utilising the campus and classroom space, and design role-play corners according to themes. For instance, scenarios like the ocean and kitchen are set and a variety of teaching aids is available, which facilitate children to consolidate thematic learning. Teachers let K3 children take part in decorating the corners. They discuss ways of enriching the activities in the role-play corners. Children use various materials and tools in the art and craft corners to create marine animals and fishing games, fully enjoying themselves in play. Teachers place a mystery box in the Nature and Living corners. Children put their hands into the box to touch medical kit toys and identify the corresponding pictures. Water tap toys are also placed in the corners for children to observe the water flow. Teachers may put exploratory materials in the corners and guide children to find out the characteristics of things through manipulation and simple experiments. Teachers could also ask questions during the concluding sessions to inspire children's learning, and thus developing children's problem-solving skills.
- 2.6 Teachers are devoted to teaching. They speak articulately, communicate clearly and make good use of their varied voices and vivid gestures to tell stories. They use multimedia, pictures and so forth to facilitate teaching, stimulating children's learning motivation. Teachers employ strategies such as visual cues and individual

guidance to support children's different needs and cater for learner diversity. Children are polite, self-disciplined, obedient and attentive. They enjoy participating in physical activities such as climbing frames, riding tricycles and playing slides, possessing good body coordination skills. Children conduct collaborative games that one of them sits on a four-wheel scooter while the others pull strings to move the scooter forward, having great fun. During free choice activities, children are engrossed in beading, building blocks and moulding playdough to fully engage themselves in the activities. After activities, children take the initiative to pack things, for instance, put toys and equipment back in the original place. Children get their meal boxes and water on their own when they are having snacks, demonstrating good self-care abilities. NCS children participate in activities actively and able to talk to their peers in Cantonese. NCS children in K3 can write Chinese words neatly and show their interest in learning Chinese.

3. Recommendations for Enhancing Self-improvement of School

The school has established the SSE mechanism and formulated a long-term development plan. Yet, it should, in a timely manner, stipulate clear follow-up objectives and adjust the strategies in light of the review findings of the annual tasks. By doing so, the school can enhance the work effectiveness. The management must lead the teaching team to remove the difficult learning content and homework for K3 children, and revise some content on K1's pre-writing exercises. The management and the teaching team must also refine the methods of conducting summative assessments and the design of some activities, thereby boosting the efficacy of learning and teaching to a further extent.