

School No.: 323357

Quality Review Report (Translated Version)

St. Thomas' Church Kindergarten

Flat No.101-116, Block 24, Shek Kip Mei Estate, Sham Shui Po, Kowloon

26, 27 & 29 November 2018

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region (2019)

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Dates of Quality Review: 26, 27 & 29 November 2018

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 values the professional development of the teaching team. It establishes a clear school-based plan for professional development and encourages teachers to participate in external training. Moreover, through lesson preparation, evaluation meetings, teaching sharing, etc., teachers have the opportunities to review and improve their teaching skills so as to enhance teaching effectiveness. The principal re-organises the administrative and curriculum management structures progressively. The authorities and responsibilities of the team members are clearly defined. They are able to discharge their duties and utilise their expertise to share with one another, and having mutual support among themselves to promote the school's continuous development.
- 1.2 The school has a well-defined school self-evaluation (SSE) mechanism which is in line with its foundation and directions of development. It sets up annual major concerns while planning and devising relevant implementation strategies from various perspectives. The school regards developing children's speaking skills as its major concern in recent years and provides children with more opportunities of verbal communication through diversified strategies. The effective strategies have been incorporated into the school's routine work. In this school year, considering children's needs, the school takes enhancing children's reading interest and abilities as its major concern. Various work plans are implemented in a step-by-step manner and have been delivering results.
- 1.3 The school caters for children's diverse needs with great care and has created an inclusive and caring atmosphere in the campus. The school develops a mechanism to identify and support children with special needs effectively while making good use of community resources to provide them with appropriate support services. Moreover, teachers make use of interactive group games, real-life learning activities and so forth to increase the opportunities to expose non-Chinese speaking (NCS) children to Chinese. To enhance communication

between the school and NCS parents, teachers maintain close contact with NCS children's parents to enable them to keep abreast of their children's learning. The school has followed up the recommendations of the previous Quality Review to strengthen home-school cooperation. It forms parent volunteer teams to encourage parents to participate in school activities. Various communication channels and activities such as seminars and lesson observation are also arranged to help parents understand the school's curriculum features, child developmental characteristics and parenting skills. The effective home-school collaboration gives impetus to the continuous advancement of the school.

2. Learning and Teaching

- 2.1 The school adopts an integrated approach to design the curriculum with learning themes. The curriculum is comprehensive, covering all learning areas and considering children's development in the domains of ethics, intellect, physique, social skills and aesthetics. The school also organises project learning and theme-related visits to enrich children's learning experiences. With respect to the daily schedule, the school arranges whole-class, group and individual activities for children every day. Yet, time allocated for music and physical activities on a particular day of the week, and free choice activities is insufficient. The school must enhance its daily schedule arrangement to ensure that children could have sufficient opportunities to participate in music, physical and free choice activities to facilitate their balanced development. The school arranges fine motor exercises such as stamping, crumpling paper into a ball, tearing paper into strips and so forth for K1 children to get them prepared before learning to write. However, the line drawing exercises in K2 classes are carried out in haste and some homework in K3 classes are rather demanding. The school must design learning activities according to children's developmental abilities and needs and take actions to cancel the inappropriate homework.
- 2.2 The school formulates policy on the assessment of child learning experiences. It assesses children's performance in different learning areas by continuous observation and making records. The assessment content aligns with the learning objectives. At the end of every school term, a report on children's learning performance is given to parents. The school also develops learning portfolios for children to maintain records of children's assessment information and work. However, the report is too brief which fails to reflect children's

performance comprehensively. The management should guide teachers to summarise children's all-round development at different stages and help parents grasp their children's performance and progress of development in a timely manner. Furthermore, it is necessary for the school to collate and utilise the assessment information of children as references for adjusting teaching strategies, and hence informing curriculum planning.

- 2.3 In recent years, the school has set developing children's language abilities as one of the major concerns. Last year, the school designed a variety of learning activities. It selects topics which are familiar to children and adds sharing sessions in thematic activities to provide more opportunities for children to practise verbal expression abilities. The school regards developing children's reading interest and skills as its major concern for this year. It provides children with more time to read and share books with one another at school. Parents are arranged for training on skills of paired reading and encouraged to read books with their children at home. The school invites parents to tell stories for children at school to nurture children's interest in reading. As observed, children are happy to express their views to teachers during thematic learning activities. They listen to stories attentively and respond to teachers' questions proactively in the storytelling sessions. During free choice activities, children like to choose books from the book corner and enjoy the fun of reading.
- 2.4 A clear curriculum coordination mechanism is in place. The management leads teachers to devise the curriculum outline and teaching schedule for each grade level. It monitors curriculum implementation and gives teachers timely guidance on teaching through attending meetings, scrutinising teaching documents and walking through lessons. The management steers teachers to observe and learn from one another through peer lesson observation and post-lesson discussion which are conducive to enhancing teaching effectiveness. Upon completion of a learning theme, teachers reflect on their teaching based on children's learning performance. They are able to make suggestions for improvement with respect to the activity arrangement and teaching strategies. Building on this foundation, the management should lead teachers to review the appropriateness of the teaching plan and enhance the effectiveness of curriculum review according to the learning objectives devised, with a view to informing curriculum planning.
- 2.5 The school makes good use of corridor and classroom walls to exhibit children's art and craft work to let them appreciate and learn from one another. Teachers

design theme-based corner activities with manipulative elements and prepare an adequate amount of diversified materials for children to use. Children like constructing blocks and concentrate on art and craft creation. They also enjoy role-playing which helps facilitate their language and social development in the process of interacting with peers. Children enter interest corners freely according to their interests and they follow the rules of corners. As observed, K3 children make records of the activities they have participated. Teachers guide children to share the processes during activities and look back on what they have learnt. They give children encouragements and hints to stimulate children to think and imagine while learning from interaction.

- 2.6 Teachers are well prepared for teaching. They use real objects, pictures, information technology and so forth to catch children's attention while using lively expressions and appropriate questioning to familiarise children with theme-related content. Teachers arrange music activities such as singing, beating time to the music, playing percussion instruments, etc. Children enjoy the fun of music. Besides, to ensure that children have adequate amount of physical exercises, children are arranged for activities such as playing with slides, walking on balance boards and also body and limb coordination exercises in the indoor playground. Teachers have good knowledge of the needs of children. They give children concrete commendation for their efforts, with a view to enhancing their engagement in learning. Children are also encouraged to appreciate one another. Teachers adjust their teaching pace by taking into account the individual differences of children. Teachers also provide NCS children with individual guidance, group games that allow them to interact with Chinese speaking children, etc., so that they have more opportunities to listen to and speak Chinese. NCS children are encouraged to express themselves and communicate with peers in Chinese. The measures are conducive to helping them integrate into school life.
- 2.7 Children enjoy going to school. They are active, energetic and willing to follow teachers' instructions while also being polite and obedient. Children demonstrate good development in speaking and social skills, they proactively express their views; NCS children talk in simple Chinese when they are playing with Chinese speaking children. After activities, children tidy up teaching aids and materials of their own accord. After meals, they sort and put back the tableware in an orderly manner. They are able to change pyjamas, fold quilts

and put on shoes on their own, showing good self-care abilities.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The school has integrated the SSE rationale into its routine work. It formulates the annual development plan according to the developmental needs of children. It is necessary for the school to refer to the objectives of the plan to analyse the relevant SSE information such as children's performance, teaching reflections, etc., while conducting a focused review on the work and devising improvement measures to enhance the effectiveness of the plan.
- 3.2 The school should revisit the daily schedule to ensure that children can have sufficient opportunities to engage in music, physical and free choice activities. To cater for children's different abilities and needs, the school must stop arranging the homework which does not meet children's abilities. The school should also revise the assessment content of child learning experiences so as to suitably reflect children's all-round development at different stages. It should also collate and utilise children's assessment information appropriately to inform curriculum planning as well as enhance the effectiveness of learning and teaching.