

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

10, 11 & 13 December 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: 10, 11 & 13 December 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 keeps track of and monitors the school operation through regular meetings while providing guidance and advice in aspects such as administrative management and the use of resources to foster the continuous improvement of the school. The management maintains constant communication with teachers and is willing to listen to their views. In tandem, the management renders support to them timely in terms of teaching and caring for children. It assigns teaching positions and task groups to teachers based on their experience, expertise and preferences to let them discharge their duties properly and unleash their potential. According to the development focuses, the school organises school-based training and peer lesson observation to strengthen the team's professional competence. Team members get along well, creating a harmonious atmosphere at work. They cooperate and support one another, striving to nurture children with concerted efforts.
- 1.2 The school has established a school self-evaluation (SSE) mechanism. The management leads all teachers to review the work effectiveness as well as jointly discussing and mapping out the development focuses of the coming year. In recent years, the school has regarded cultivating positive emotions in children as its major concern. In the last school year, the school incorporated learning elements related to emotion management into the curriculum and brought in professional support with a view to enhancing teachers' skills in using picture books for teaching and arranging drama activities, thus facilitating children's acquisition of expressing and processing

their emotions. In this school year, the school takes a step further in reinforcing parent education, assisting parents in understanding children's emotional changes and adopting positive parenting methods. Meanwhile, the school takes increasing children's interest in language learning as another major concern. It arranges training for teachers to enhance their capabilities in designing and conducting related activities. The team is steadily practising the acquired knowledge in classes and carries out the work in an orderly manner. The effectiveness is yet to be observed. The school is able to set forth appropriate major concerns in view of the opportunities for school development to cater for children's learning needs.

- 1.3 The school embraces children's diversity. It has developed an explicit identification and referral mechanism while utilising external resources so that children with special needs can receive proper care the soonest. Teachers exchange and discuss teaching strategies with support personnel on a regular basis in order to help non-Chinese speaking children develop their interest and confidence in learning Chinese. The school keeps close communication with parents through channels like face-to-face conversations, phone calls, online platforms, etc. It also conducts lesson observation and volunteer activities to offer parents chances to visit the campus and better understand the learning mode and school life of their children. The school holds talks that meet parents' needs, enabling them to grasp effective ways of child-rearing and increase their competence in parenting. Besides, the school organises parent-child paired reading workshops for parents and invites them to be parent storytellers, promoting reading through the utilisation of parent resources. Parents support the school and actively take part in various activities. A partnership of mutual trust has been built between parents and the school to facilitate children's growth collaboratively.

2. Learning and Teaching

- 2.1 The school devises its curriculum by making reference to the teaching packages and picture book stories while designing a teaching outline based on children's interests and abilities with content covering all learning areas. With respect to promoting national education, the school plans experiential activities for children, including watching a shadow play performance at the Open Day, making Chinese scented sachets and playing Touhu, an ancient Chinese pitch-pot game. The school brings K3 children to visit the cultural museum to learn about the origins and characteristics of Cantonese opera, letting them learn to appreciate Chinese culture from different aspects. The school launches a book crossing programme and paired reading such that children are given opportunities to share their favourite books with their peers as well as reading with their parents frequently in a bid to develop a reading habit at home. The daily schedule of the school is properly arranged so that children can have sufficient time to take part in music, physical, art and free choice activities every day to foster their balanced development. During the period of kindergarten-primary transition activities, some learning content and homework in Early Childhood Mathematics are slightly difficult, the school must remove those content in order to cater for the developmental needs of children.
- 2.2 The school formulates the assessment content of child learning experiences in accordance with the learning objectives. Teachers adopt continuous observation to assess and record children's learning progress in various activities. Learning portfolios have also been created to maintain children's assessment information and works, reflecting their development in all domains. Teachers invite parents to conduct assessments of children's learning performance. Yet, some assessment items are irrelevant to the roles and capabilities of parents. Besides, the results of the summative assessments are derived from the average scores of each thematic

assessment at the end of a school term, which fails to reflect children's progress at different stages accurately. The school is advised to refine those practices.

2.3 The management coordinates the school curriculum. It grasps the implementation of the curriculum and gives guidance and suggestions to the teaching team through lesson observation and meetings, and often supports teachers and children in lessons. It leads all teachers to conduct thematic reflection and evaluate the teaching effectiveness against children's performance and learning objectives while proposing improvement plans. The management is required to guide the team to make good use of the child learning assessment information for review and carry out follow-up suggestions, refining the curriculum planning and activity design to increase the effectiveness of learning and teaching.

2.4 The school has been regarding cultivating children's positive emotions as its major concern in recent years. Teachers select an interesting book for each grade level every school term, and use story context to create role-play activities, games, etc., allowing children to immerse themselves in the characters' situations of picture books to understand and embrace different emotions, learn how to cope with anxiety over environmental changes and think of solutions to difficulties, along with making attempts to express their feelings appropriately. Besides, emotion corners have been set up in classrooms. Teachers encourage children to post their photos beside the picture cards of happiness, sadness, anger and so forth in order to show their moods of the day, which is conducive to children's better understanding of themselves. As observed, teachers could comfort and guide children aptly when children were emotional. Children are cheerful and friendly. They proactively apologise if they bump into peers by accident, getting along well. Children try solving problems by themselves in challenging situations and seek teachers' assistance when needed. Overall speaking, the effectiveness of facilitating

children's affective and social development has been seen.

2.5 Teachers set up various learning zones in the classrooms in accordance with the themes. They place ample materials and teaching aids for children to use, allowing children to construct knowledge and concepts through manipulation. Children fill out the corner activity logbook before engaging in free choice activities. They plan corner activities according to their interests, which is favourable to nurturing an active learning attitude. As observed, children and their peers took part in imaginative play in a simulated hair salon and restaurant. They communicated and cooperated with one another joyfully. Children love to create artworks in the art and craft corners. They focus on using a variety of materials and eco-friendly resources to create Christmas trees and cakes. The artworks reveal children's abundant imagination and creativity. Magnifying glasses, kaleidoscopes, seashells, etc., are placed in the exploratory corners for children to observe. Teachers are advised to strengthen the exploratory elements of the corner so as to guide children to consolidate and extend their learning through interesting, simple learning tasks of tests, comparisons and discoveries. Teachers observe how children perform in the activities and often play with them. Teachers also use photos or pictures to guide children in reviewing their learning, assisting them in collating and summarising experiences.

2.6 Teachers care for children. They are amiable and observant. Teachers utilise strategies such as verbal cues, peer assistance and individual guidance in a flexible manner to enable children with different needs to learn amid a harmonious and inclusive atmosphere. Teachers possess good communication skills, speaking clearly and systematically. In thematic activities, teachers ask children questions to guide their thinking while encouraging them to share their thoughts, promoting classroom interaction. Children are willing to answer teachers' questions and speak

with confidence. With good use of venues, teachers plan physical activities that provide a sufficient amount of exercise and cater for children's abilities. Teachers employ circuit games to let children grasp basic movements including climbing, jumping and throwing. Meanwhile, the school arranges for children of all grade levels to engage in play at the same slots in the afternoon, which is conducive to children's social development. Children are eager to take part in the games that they choose their tools freely and conceive innovative playing methods, demonstrating good body coordination and creativity. Teachers construct scenarios based on themes. They sing and play musical instruments with children together as well as moving their bodies along music. Teachers may enrich the activity design by observing and learning from each other in a bid to offer children ample opportunities for identifying and experiencing the beat and melodies of songs, hence nurturing children's abilities of music appreciation to a further extent.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The school adopts a whole-school approach to carry out self-evaluation in accordance with the SSE mechanism. However, the team is required to review the implementation of the major concerns at opportune times and adjust its strategies when necessary, thereby enhancing the effectiveness of the work plans.
- 3.2 The school must continue to follow up on the suggestions of the previous Quality Review on the assessment of child learning experiences with a view to examining the content of parent assessments and refining the strategies of summative assessments. Additionally, the management must lead teachers to remove the rather difficult learning content and homework during the kindergarten-primary transition activities for K3. They must also tap the child assessment information and review findings to improve learning and teaching.