

School No.: 563510

Quality Review Report (Translated Version)

St Vincent De Paul Nursery School

2/F, Bo Fung Building, 5 Horse Shoe Lane, Kwun Tong, Kowloon

24, 25 & 28 May 2021

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region (2021)

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Dates of Quality Review: 24, 25 & 28 May 2021

- 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 has a clear organisational structure. It has developed a concrete code of practice for staff to have a clear understanding of their duties. It holds regular meetings to encourage staff to communicate and share with each other so as to facilitate mutual cooperation among them. The school's daily operation is smooth. The management strives to stabilise the team and support the needs of teachers. It is willing to listen to the views of staff in order to create an inclusive and harmonious working atmosphere. The school consents to the rationale of school self-evaluation (SSE) that the teaching team reviews daily work regularly to understand the implementation and effectiveness of each task. The school has followed up the recommendations of the previous Quality Review to plan the direction of its development according to the school-based needs and regards the improvement of curriculum design as the major concern. The management taps proper external resources to provide training for teachers so as to strengthen their skills in designing learning activities. It implements the work plan in a step-by-step manner.
- 1.2 The school cares for the children and accepts their diverse needs. It puts in place a clear mechanism to help teachers identify and follow up the needs of individual children so that children can receive suitable care and support as soon as possible. The school maintains liaison with parents and sets up different channels to communicate with them and let them understand their children's learning. Besides, the school is aware of the importance of parent education. In recent years, another major concern of the school is to help parents grasp correct parenting skills. The school organises parent education seminar, parents' day, etc., for parents to understand the developmental needs of children and positive parenting methods.

2. Learning and Teaching

- 2.1 The school makes reference to the teaching packages to organise a curriculum using themes. The curriculum is comprehensive which covers different learning areas. In general, the curriculum dovetails with children's interests and abilities. The

school attaches importance to children's moral development. By means of organising religious activities, telling stories with morals, etc., the school encourages children to express care to people around them, be grateful and develop good conducts in their daily lives. The school advocates green life and nurtures good living habits in children such as treasuring resources and caring for plants. The school's daily schedule is balanced. Children have sufficient opportunities to take part in music, physical, art and free choice activities every day. However, some homework for K3 is too difficult which does not meet children's needs. The school must improve the homework design for K3 children so as to consolidate and extend their learning. Besides, the school has adopted real-time online teaching during the suspension of face-to-face classes, which is not suitable for kindergartens. The school reported that it has reviewed the aforementioned arrangement, and acknowledged and agreed that it would support children's learning at home with diversified strategies.

- 2.2 The school ties in with the learning objectives to draw up the assessment of child learning experience. It assesses children's performance in different learning areas through continuous observation and record-keeping. The assessment information is concrete and clear. At the end of the school term, the school integrates the assessment information to summarise children's learning performance and set up learning portfolios for them, which include evaluation forms, activity observation records and children's work, with the aim of reporting children's growth to parents and letting them to understand their children's situation at school. The management scrutinises children's assessment information to understand the learning performance of each grade level and follow up the individual needs of children. The management is yet to lead teachers to further collate and analyse children's assessment information to inform the curriculum.
- 2.3 The school has regarded the improvement of curriculum design as the major concern in recent years. It deliberately arranged integrated thematic activities to connect different learning areas through an integrated approach. Last school year, teachers participated in training on designing integrated learning activities. After that, the management led the team to try to apply what they had learnt using the background of the thematic story to design activities which covered different learning areas. In accordance with the development foundation of last school year, the school continues to arrange training for teachers in this school year to consolidate their concepts and skills of designing integrated learning activities. It also extends the concepts to the

display of interest corners to deepen teachers' understanding of learning through play and strengthen the elements of play in activities. The management leads teachers to hold meetings regularly to discuss the set-up of the environment and design of teaching aids together. From observation, the corner activities tie in with the content of thematic learning. Teachers design corner games using an integrated approach which allows children to apply and practise what they have learnt during free choice activities to extend their learning.

- 2.4 The school displays children's work along the corridors for children to appreciate each other. It also sets up different interest corners in the classrooms and places the materials in an orderly manner. Children can plan their free choice activities according to their preference. The corner activities meet children's interests and abilities. Children like constructive play and enjoy role-playing games. Teachers design teaching aids which allow children to check the answers on their own in order to consolidate children's learning. Besides, teachers decorate the exploration corner with some natural materials and design some theme-related experiments to encourage children to perceive new things with senses and increase their opportunities for free exploration. There is a language corner in each classroom for children to learn languages through activities. Yet, the school still has to design interesting and meaningful language games with real-life scenarios for children so as to facilitate their skills of using languages for communication. During free choice activities, teachers observe children and provide individual guidance and assistance for them to finish the activities if necessary. The school is required to encourage teachers to participate in children's play more often and give feedback to children in a timely manner, with a view to inspiring children to think further.
- 2.5 The school has put in place a curriculum coordination and monitoring mechanism. The management leads teachers to discuss and devise the curriculum outline and learning objectives for each grade level through attending curriculum meetings, scrutinising teaching documents, etc. The management monitors the implementation of the curriculum by lesson observation. It understands the needs of teachers, gives them proper guidance and enhances their teaching effectiveness by arranging teaching demonstration. In general, teachers are able to review the teaching arrangement in light of children's daily performance. However, the management still needs to lead the team to assess the effectiveness of activities by focusing on the learning objectives as well as summarising children's development progress in different aspects, thereby adjusting the curriculum to enhance the quality

of learning and teaching.

- 2.6 Teachers are amiable and care about children. They often give children appropriate commendation and build friendly relationship with them. Teachers use pictures, toys, etc., as teaching aids. They communicate clearly, which is conducive to helping children grasp the learning objectives. Teachers make good use of resources to turn unwanted domestic materials into art and craft materials. They ask children questions and try to guide children to think. Yet, it is observed that teachers did not follow up on children's response immediately but carried on their teaching. The management has to strengthen teachers' skills on guiding children's discussion and replying them in a timely manner so as to strengthen teacher-child and child-child interaction to enhance the learning effectiveness. When teachers are conducting art and music activities, they should use diversified teaching strategies to guide children to observe surrounding things or share their life experiences so that learning can be related to daily life to ignite children's imagination and unleash their creativity.
- 2.7 Children like going to school. They are interested in learning and engaged in different kinds of learning activities. Children are obedient, polite and self-disciplined. They take out and put back things by themselves and take the initiative to clean the trash on the desk, showing good self-care abilities. Teachers encourage children to help and care about others. Children are friendly to others and help peers to finish activities. They play together joyfully and get along in harmony.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The school has initially established an SSE mechanism. By assigning different teachers to review work in different areas, the management reviews the findings and plans the development direction for the upcoming year. The management has to demonstrate its professional leadership role, in order to strengthen teachers' understanding of SSE, lead the team to analyse the school context, and devise objectives for the work plans using a whole-school approach. The management should implement the cyclical process of planning, implementation and evaluation to promote the school's continuous improvement.
- 3.2 The school strives to enhance the quality of learning and teaching. Yet, the management still has to lead teachers to make good use of children's assessment information, teaching reflection, etc., to understand children's development progress in different aspects so as to inform the curriculum. The school is required to follow

up on K3's homework design by cancelling inappropriate content and improve teachers' teaching skills. Moreover, although the school organises different activities for parents regularly, the participation rate is not high. The school should understand the needs of parents and organise diversified home-school cooperation activities to encourage parents' active participation. Parents can then work together with the school to nurture children's healthy growth.