

School No.: 324094

Quality Review Report (Translated Version)

Star of the Sea Catholic Kindergarten

**4th to 5th floor, Catholic Star House, 200 Chai Wan Road,
Chai Wan, Hong Kong**

28, 29 & 31 May 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: 28, 29 & 31 May 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 management reviews the school context and the status of curriculum development. It also takes into account the views of teachers in order to set the priorities of its development work. Under the well-established administrative and curriculum management mechanism, experienced teachers assist the principal by assuming the management roles in coordinating school activities. The school assigns the duties of the functional groups with reference to teachers' experience and preferences, with a view to helping the school plan and review different work. The leader of each grade level coordinates and implements the curriculum of the respective grade. In line with the school development and needs of teachers, the management arranges training activities to help teachers keep abreast of the development trends of kindergarten curriculum. Teachers are eager to strive for improvement, in addition to inter-school visits and joint-school teacher training activities, they pursue continuous studies in order to gain a deeper understanding of catering for learner diversity. The management demonstrates professional leadership and gives impetus for the school development through professional exchange, so as to lead the school to move forward steadily.

1.2 The school has followed up the recommendations of the previous Quality Review on improving the environment set-up and strengthening the elements of exploration in activities. It has also increased teachers' involvement in the school self-evaluation (SSE) work in order to enhance their abilities in evaluating the effectiveness of their work. Teachers plan various activities thoughtfully. They also review the effectiveness of the activities and make suggestions for improvement through daily observation and questionnaires which are taken as reference for planning activities in the future. To fulfil the curriculum objectives, the school devised major concerns last school year. It introduced resources to provide teachers with training so as to cultivate in children positive values and attitudes. The teaching team regularly reviews the teaching effectiveness. By means of collating the information from

their professional learning, lesson planning and lesson evaluation, the team is able to evaluate the work effectiveness and pass on the experience of curriculum development. This school year, the management leads the team to set enhancing the effectiveness of self-directed learning for children as the focus of development plan. Furthermore, the management revises the daily schedule, purchases learning materials and arranges professional exchange for teachers regarding the design of corner games. The school adjusts the work strategies in an ongoing manner for achieving the anticipated results of the development plan. The school sets clear goals for the work plans. The team is able to reflect on the work effectiveness by focusing on the goals in order to keep the school progressing continuously.

- 1.3 The school liaises with external organisations to strengthen its support to teachers, parents and children. With the referral mechanism and multi-disciplinary cooperation in place, the school cares about and supports the individual needs of children. Teachers gain better knowledge of learner diversity through internal sharing. Besides, the school adopts appropriate measures to help newly admitted children adapt to school life as quickly as possible. It also ties in with thematic learning to introduce primary school life to K3 children so as to get them ready for promoting to primary one in regard to the affective aspect and self-care abilities. The school values home-school cooperation and keeps close contact with parents. It invites parents to be volunteers and take part in school activities such as parent-child activities and lesson observation. The school also organises seminars regularly to help parents understand children's developmental patterns and the school's education rationale in order to enhance their parenting competence. The school upholds the education belief to create a caring and inclusive atmosphere on the campus. Furthermore, it taps external resources strategically and pools parents' efforts to support children's learning and development in different stages. Parents recognise the development directions of the school and are willing to collaborate with the school to support children's healthy growth with concerted effort.

2. Learning and Teaching

- 2.1 The school makes reference to the *Kindergarten Education Curriculum Guide* and teaching packages to design thematic content which covers all learning areas. Teachers adjust the teaching schedule and learning content in a timely manner in light of children's interests and abilities, with the aim of catering for their learning needs.

The school attaches great importance to developing children's positive values. It formulates major concerns to enhance teachers' knowledge of religious stories and storytelling skills so as to foster children's positive attitudes such as cherishing and be thankful. Teachers set learning objectives for moral and spiritual education that tie in with the learning theme. They select appropriate picture books, arrange visits, organise planting activity, etc., to cultivate in children civic awareness. In addition to encouraging children to learn to be grateful, children are taught to practise good behaviour in daily life such as cherishing resources and protecting the natural environment. The school continues to implement the work plan this school year and keeps refining the curriculum planning and teaching design. The daily activity schedule of the school is planned properly to provide children with sufficient music, art, physical and free choice activity time for facilitating their balanced development. However, some K3 homework is considered quite difficult. The management should lead the team to revise the homework content.

- 2.2 The school has developed a curriculum management mechanism. The management grasps the development and implementation of the curriculum through scrutinising curriculum documents, observing lessons and attending meetings for making suggestions to teachers, and encouraging them to review their teaching from multiple perspectives and adopt follow-up measures for improvement. Teachers record the extent of achieving the learning objectives and conduct teaching reflection on a regular basis. Meanwhile, they review children's performance and their progress in different learning areas. Teachers also make reference to the evaluation results to refine teaching strategies and inform curriculum design, which is conducive to enhancing the effectiveness of learning and teaching continuously.
- 2.3 Teachers have clear verbal expression and they listen to children's sharing of their thoughts patiently. Some teachers are able to use questioning to inspire children to think and help them organise their ideas. This is effective in enhancing children's analytical and expression abilities. Teachers respond in an accepting manner and encourage children to participate in activities with positive words. They assess children's learning performance effectively and employ appropriate support strategies, including peer support and homework adjustment, in light of children's individual needs to facilitate their learning.
- 2.4 The school encourages children to choose their favourite physical activities or use their prior knowledge to propose new words on songs, so that children can extend their learning in light of their life experiences and interests. In this way, children's

self-directed learning ability is fostered. In this school year, the school formulates development plans to improve the set-up and enhance the effectiveness of the interest corners. A wide range of corner activities are provided in the classrooms and corridors for children of the same grade level to play together. Children are engaged in free choice activities while sharing the activity space as well as play facilities. Children choose different kinds of play materials to unleash their creativity, and develop their interests and abilities of free exploration. As noticed, teachers observe children's performance during play and intervene in a timely manner. Some of the teachers play with children and enrich their ideas through demonstration and conversation. Children choose the activities according to their own preference. They enjoy the activities and develop self-directed learning ability. The school makes good use of children's work to decorate the classrooms and gives children recognition for their efforts which is conducive to boosting their self-confidence.

2.5 Children are keen to learn. They actively respond to teachers' questions and share their thoughts. Children are pleased to pretend different characters in the imaginative play corner. They also enjoy exploring or creating things joyfully with their peers. Children take care of their peers, showing good social development. After play activities, teachers lead children to recount the experiences. In the meantime, they encourage children to share their findings and to further discover the fun of play. Children clean up the materials and pack the toys and teaching aids properly, displaying good self-care abilities.

2.6 In accordance with the learning objectives, the school devises relevant assessment items for teachers' reference to assess children's performance. Teachers understand children's learning and development progress by continuous observation and recording. Teachers also develop learning portfolios for children to document their progress and keep observation records of children's work and performance in their daily activities. The school informs parents of their children's performance in a timely manner. It also collects parents' views in order to understand children's performance at home so as to facilitate home-school communication. The school makes reference to children's assessment information to inform the curriculum and follow through their learning needs.

3. Recommendations for Enhancing Self-improvement of School

The school formulates appropriate major concerns through SSE. By designing school-based curriculum, the school enhances children's initiatives in learning and

cultivates in them positive values and active attitudes. In addition, the school explains to parents its mission and characteristics through different channels such as parent education activities. The management is suggested to lead the team to revise the content and design of K3 homework with reference to children's abilities and interests. It may also continue to capitalise the professional capacity of the team, encourage teachers to share and exchange practices among themselves, with a view to enhancing the effectiveness of learning and teaching.