

School No.: 158585

Quality Review Report (Translated Version)

Tai Po Catholic Kindergarten

G/F., Ka Wo House, Po Nga Court, Tai Po, New Territories

8, 9 & 11 June 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: 8, 9 & 11 June 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 leadership team maintains close liaison with the school and provides appropriate support and guidance to the school on administration management, curriculum development, and so forth. It also pays attention to and supports the school development. The school makes good use of resources to arrange teacher training and encourages teachers to share and apply what they have learnt. It also arranges teachers to observe and exchange with peer schools to broaden their horizons. The school has faced staff changes in recent years. The principal has encouraged experienced teachers to assist in handling the affairs related to administration and curriculum management with a view to promoting their professional growth and grooming potential successors. The management took a positive attitude to face the challenges brought by the staff turnover in the last school year. It organised various social activities to strengthen the communication among team members. The management also took the initiative to understand the views of teachers, allocated duties according to their experiences and preferences, and provided them with guidance and support. The team members discharge their assigned duties properly. They maintain a harmonious relationship and make concerted efforts to promote the school development.
- 1.2 The school has followed up the recommendations of the previous Quality Review to revise the daily schedule so that children can have enough opportunities to engage in music and physical activities every day. The school agrees with the rationale of school self-evaluation (SSE) and has established an SSE mechanism. The management and teachers discuss and formulate the major concerns together with reference to the needs of children and the development of the school, and review the effectiveness of the work. The school has considered enhancing the effectiveness of the interest corners as its major concern in recent two years. It has drawn up strategies involving children's needs, teacher training, parent participation, etc. Thus, the work plans have been implemented progressively.
- 1.3 The school caters for the diverse needs of children by formulating and implementing

appropriate support services. Teachers understand children's behaviour and performance through daily observation, so that children with special needs can be identified as early as possible. Then, referral and follow-up actions can be arranged to cater for children with special needs. The school provides English translation of the school notices for non-Chinese speaking (NCS) parents and offers them timely assistance. The school maintains close communication with parents. They work together to foster children's growth and address their needs. With trust in the school, parents express their views and support the development of the school. The school puts emphasis on parent education. It makes good use of resources to organise various talks, workshops and parent groups, which are conducive to enhancing parents' understanding of the growth and developmental characteristics of their children as well as their needs, thereby strengthening their parenting skills. The school strategically invites parents to assist in handling the affairs related to daily operation and implementation of activities. Through these activities, parents can understand the school life and learning of their children.

2. Learning and Teaching

- 2.1 The school designs a curriculum using themes through an integrated approach by making reference to teaching packages. The content of the curriculum is comprehensive and covers all learning areas, nurturing the values and attitudes of children, as well as enhancing their skills and knowledge. The school attaches importance to children's whole-person development. Through stories and simple tasks, it encourages children to care for others and be grateful. It also develops children's moral character through diversified learning activities as well as daily routines. There are ample opportunities for children to take part in music, physical, art and free choice activities every day, fostering their balanced development and self-directed learning. The school has reduced the amount of copying in homework in recent years, yet the amount of copying for K3 children is still excessive, and some of the homework is rather difficult. The school must review the homework arrangements and cancel the inappropriate homework so as to meet children's abilities and needs.
- 2.2 The school formulates the policy on the assessment of child learning experiences which is in line with its curriculum aims. It develops learning portfolios for children to keep the information of thematic and summative assessment reports, as well as observation records of children as evidence of their growth. Teachers assess

children's performance in various learning areas through continuous observation. They also summarise assessment results regularly to inform parents of the learning and development of their children. The school assesses children's performance in accordance with the content of the learning themes. However, with the development of the curriculum, the school should continue to refine the content of the thematic assessment so that it can reflect children's development in different aspects in a more comprehensive manner.

- 2.3 The school has established a mechanism of curriculum management and monitoring. The management understands the implementation of the curriculum by means of attending meetings, scrutinising documents, conducting classroom walkthrough, etc. Teachers of each grade level have collaborative lesson preparation. They discuss about the teaching activities and collaborate to write up teaching plans. Teachers conduct reflection on teaching regularly to review children's understanding of learning content and follow up the arrangements on teaching. Yet the management is advised to lead teachers to make good use of information such as assessments of children and reviews on teaching to analyse the learning and teaching situation in a holistic manner in order to inform learning and teaching strategies as well as curriculum planning more effectively.
- 2.4 Regarding the environment set-up, the school properly plans the use of venues and provides a tidy and clean learning environment. By displaying children's works along the corridors and in the classrooms, teachers facilitate children to appreciate and learn from each other. The school puts efforts in enhancing the effectiveness of the interest corner activities in an attempt to arouse children's learning motivation and cater for children's different needs. It arranges teachers to observe the environment set-up of peer schools and discuss the set-up and activity design of the interest corners of each grade level, with a view to enhancing teachers' skills on setting up interest corners and designing activities. Teachers make good use of the space to arrange diversified corner activities. From observation, the activities can facilitate children's self-directed learning and motivate them to learn. Children are familiar with the activity rules and choose the activities according to their interests. They are keen on playing cooperative games with peers. They do simple experiments to observe and compare how balls roll down from different slopes, play musical instruments to explore different sounds and beats, train fine motor skills in activities and learn about early childhood mathematics and language through manipulating teaching aids. Teachers observe children's play, provide guidance

and encourage them to make more attempts. In this school year, teachers try to design activities of different levels in order to cater for children's diverse needs. To effectively evaluate the effectiveness of the plan, the management is advised to lead the teaching team to have discussion and reflection on children's performance in the corner activities, such as children's interests towards the activities of different levels and their mastery of the ways to play, so as to enhance the effectiveness of children's learning through play.

2.5 Teachers care about children. They are kind and friendly. They are able to tell stories with different tones, voices and facial expressions so as to arouse children's interests in learning. Teachers accept the diverse needs of children. They adjust children's homework according to their needs and provide individual guidance for them. They also encourage NCS children to answer questions and talk with their peers in Cantonese. During music activities, teachers guide children to imagine, perform body movements according to the rhythm and play musical instruments with the beat. Children participate in music activities joyfully and engage in role-playing activities. They demonstrate the sense of rhythm when playing the instruments. The physical activities designed by teachers are diversified, but some of the designs and arrangements fail to provide sufficient amount of exercises for children. The school is suggested to improve the activity design so as to allow children to have ample opportunities to develop their gross motor skills. Teachers often encourage and praise children. They also listen to their thoughts and views carefully. Yet, the school is suggested to encourage teachers to guide children to think and express more by making good use of different types of questions.

2.6 Children enjoy going to school. They are willing to participate in learning activities, showing their engagement, obedience and self-discipline. Children have good understanding and expression abilities in language. They encourage each other with words of praise. Children are willing to share toys with peers and have a harmonious relationship. After activities, they take the initiative to tidy up. They are able to tidy their clothes and wash their hands after going to the toilet, showing good self-care abilities.

3. Recommendations for Enhancing Self-improvement of School

3.1 The school has established an SSE mechanism. The management and teachers collaborate to discuss and formulate the school's major concerns. The school may further facilitate the team to master the skills of self-evaluation, set clear task

objectives and corresponding success criteria for the major concerns so as to evaluate the effectiveness of the work plans more effectively and inform the planning of the next school year.

- 3.2 The school promotes curriculum development progressively. The management still needs to strengthen curriculum review and follow-up work by facilitating teachers to make good use of different information such as assessments of children and teaching review to evaluate teaching effectiveness according to the teaching objectives, and continue to improve the activity design and teaching skills, with a view to enhancing the effectiveness of learning and teaching. Besides, the school must improve the homework arrangements for K3 children by reducing the amount of copying and cancelling those inappropriate parts in order to meet children's abilities and needs.