

School No.: 231584

Quality Review Report (Translated Version)

St. Anthony's Kindergarten (Belvedere Garden)

**Block 1, Podium Floor, Belvedere Garden, Phase 3, 625 Castle Peak Road,
Tsuen Wan, New Territories**

19, 20 & 22 March 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: 19, 20 & 22 March 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 school receives resources and advice regarding operations and administrative management from the leadership team. It maintains close liaison with the affiliated school of the organisation to hold joint-school activities and share curriculum resources. The management cares about the professional development of teachers. In addition to arranging training according to work plans and teachers' needs, it also organises sharing sessions at school to foster exchange. The management communicates candidly with teachers and is willing to consider their views, while advising them on their work performance. Teachers take turns to coordinate activities. There is a harmonious atmosphere and the daily business is running smoothly.
- 1.2 The school recognises the rationale of school self-evaluation (SSE) and has established an SSE mechanism. The management leads the team to set the development direction of the school and evaluates the work progress in each domain regularly. In this school year, the school regards facilitating children's understanding and appreciation of Chinese culture as its major concern in response to the curriculum development trends. It increases children's exposure to traditional culture through setting the learning environment and arranging experiential activities. The school also considers sharpening teachers' skills in designing physical activities as its major concern and arranges training to foster children's gross motor development. It deploys strategies in aspects such as activity design and parent education. The work is being implemented steadily as planned.
- 1.3 The school accepts children's diverse needs. It has an identification and referral mechanism in place and utilises external resources to provide follow-ups and support for children in need. Before the start of a school year, the school arranges parent-child experiential activities for newly admitted children. There is an adaptation week in which parents are allowed to accompany children in classes and the lesson time is gradually increased to help the newcomers get used to school life. Teachers

pay attention to the adaptation of children. They aptly record children's performance and report it to parents as well as taking follow-up action. The school values home-school communication and keeps close contact with parents through different channels. It also holds seminars and forms parent groups to deepen parents' child-rearing knowledge with a view to enhancing their parenting skills. The school capitalises on the resources of parents as it organises parent-child activities with the parent-teacher association and often invites parents to serve as volunteers. Parents recognise the work of the school and are willing to take part in parent activities, maintaining a partnership of mutual trust with the school.

2. Learning and Teaching

- 2.1 The school refers to the teaching packages to design an integrated curriculum with real-life themes. The curriculum content is comprehensive, covering all learning areas and taking account of the cultivation of attitudes as well as the acquisition of skills and knowledge. The school provides ample time for music, physical, art and free choice activities while organising different learning activities, including snack tasting, sports day and regular field visits, to broaden children's life experiences. The school attaches importance to moral education. It devises moral foci each month, purchases picture books and moral education teaching materials, along with designing games and parent-child learning tasks to encourage children to do good deeds. Children act as courtesy ambassadors to greet their schoolmates and assist teachers in distributing pick-up cards during school reception time, nurturing an attitude of mutual help and friendship. However, the moral education activities of the school at present are rather loosely arranged. The management is advised to lead the team to examine the curriculum and plan holistically according to the school context and children's needs, revise the learning objectives and content relating to moral education, and strengthen the connection between moral education activities and the existing curriculum so as to foster children's moral development.
- 2.2 The school formulates the assessment content based on the learning objectives. Teachers adopt continuous observation and record children's learning performance through thematic assessment forms, observation records, children's works and so forth. The school distributes assessment information to parents on a regular basis and offers parenting suggestions in light of children's needs. Nevertheless, the school calculates the average value of the last two thematic assessments at the end of

a school year to present children's performance. Such practice fails to reflect the development of children accurately. The school must review and revise the design of the year-end assessments.

- 2.3 The school has established a mechanism for curriculum management and monitoring. By attending meetings, conducting classroom walkthroughs, scrutinising documents, etc., the management is informed of the curriculum implementation and provides suggestions for improvement. The school plans and reviews the curriculum together with the affiliated kindergarten of the organisation. Teachers discuss learning objectives, environment setup and activity content in regular joint-school meetings, but they seldom adjust the teaching design according to children's needs. The management is required to lead teachers to make good use of the assessment information while analysing the performance and needs of children based on daily observation so as to adapt the curriculum, including setting appropriate learning objectives and teaching strategies, in full alignment with the school context and children's needs.
- 2.4 The school regards strengthening the promotion of Chinese culture as its major concern of this school year. Teachers design activities with topics of Chinese historical figures, art, traditional sports and so forth. For instance, stories of ancient people are shared in the morning and afternoon assemblies, art activities such as experiencing ink painting and decorating opera masks are arranged, and folk games are incorporated into physical activity sessions so that children can learn about our country and Chinese culture. Moreover, the school includes a Chinese cultural zone in the lobby and places musical instruments, traditional gadgets and toys, books, etc., therein for children to play and read. As observed, children listened carefully to teachers' introduction in the morning and afternoon assemblies and were eager to answer teachers' questions, sharing their acquired knowledge and showing their interest in Chinese culture.
- 2.5 In this school year, another major concern of the school is improving the design of physical activities. It utilises external resources to strengthen teachers' skills in designing and leading physical activities. Teachers arrange interesting rhythmic movements and warm-up exercises based on children's development, and link up the themes to create scenarios for physical games. It is observed that children immersed themselves in playing the roles of story characters during a simulated sports day, taking the initiative to cheer for their peers. In the course of the activities, teachers observe and guide children for proper movements, helping

children grasp body coordination.

- 2.6 The school is bright and neat. Teachers make prudent use of the corridors, classroom walls and other space to display children's works and activity snapshots for children to appreciate one another and revisit their learning. There is a wide range of corner activities in classrooms, with plentiful materials available for children's exploration and manipulation. Teaching aids with different levels of complexity are designed in line with themes. Children can design different ways of play according to their interests and abilities, hence extending their learning. Children also take part in setting up interest corners, including jointly designing a model of the community with teachers as well as conceptualising and making new facilities for that. As observed, children got along well with their peers. They worked together and played a simulated community game using their self-made characters and vehicles, showing good social development. Reading corners are comfortably furnished and theme-related books are on display, in which children read attentively. Children record the story content in simple drawings and written words, and actively share them with teachers. Teachers continuously observe children's performance in free choice activities to understand their learning progress, and render timely guidance and support.
- 2.7 Teachers are nice, friendly and patient. They always encourage children to share their life experiences and ideas. Children are keen to ask questions and eager to express their thoughts. Teachers lead children to sing and play musical instruments to the rhythms, allowing children to enjoy the pleasure of music. Teachers communicate clearly. They use pictures and teaching aids, along with demonstrations and questions during thematic activities, to assist children in grasping the learning content. Teachers are advised to pay more attention to children's different needs and employ a large array of strategies, such as seating arrangements, provision of real objects and visual cues, to cater for learner diversity.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The school adopts a whole-school approach in conducting SSE and gathers information in different aspects to evaluate the work progress. As the school team has less experience in teaching, the management is required to keep consolidating its professional leadership, enhance the collaboration and communication among team members as well as considering the development directions of the school in the

coming years from multiple perspectives including the school-based needs. The management must also lead the team to conduct review on the effectiveness of the work plans and the extent to which the major concerns are accomplished so as to increase the effectiveness of evaluation and promote the school's development.

- 3.2 The management is advised to strengthen its curriculum leadership to steer teachers to examine the overall planning of the curriculum, devise appropriate learning objectives and make use of more diversified teaching strategies in view of the school context and children's needs, and sharpen teachers' skills in catering for learner diversity in order to enhance the effectiveness of learning and teaching. Besides, it is necessary for the school to review the design of the end-of-term assessments to accurately reflect children's performance in the end of a school term.