

**School No.: 533858**

# **Focus Inspection Report (Translated Version)**

**Dominic Savio Kindergarten (Olympic Branch)**

**Unit 01-09, G/F, Hoi Wen House, Hoi Fu Court, Mongkok West, Kowloon**

**1 March 2024**

**Kindergarten Inspection Section  
Education Bureau**

## **Notes to the Focus Inspection Report**

This report gives an overview of the school's learning and teaching.

**Education Bureau**  
**The Government of the Hong Kong Special Administrative Region**

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## 1. School Performance

- 1.1 The school makes reference to teaching packages to organise its curriculum. It integrates content from different learning areas using themes in order to help children cultivate positive values and attitudes, develop skills as well as constructing knowledge. In respect of promoting Chinese culture, the school decorates the campus based on festivals and carries out celebrations. These activities, including wearing Chinese costumes and participating in the Chinese New Year game booths during the Lunar New Year and enjoying festive lanterns and solving riddles during Mid-Autumn Festival, strengthen children's understanding of traditional Chinese custom. Furthermore, the school arranges shadow play performance and shadow play puppets for children to enjoy and manipulate respectively so as to enhance their interest in traditional Chinese art and culture. The school provides children with opportunities for music, physical, art and free choice activities every day, which is favourable to children's balanced development. However, some pieces of Early Childhood Mathematics homework for K2 and K3, and Language homework for K3 are excessively difficult, the school must remove them.
- 1.2 Teachers devise assessment items according to the learning content of themes. They discuss assessment criteria and adopt daily observation to assess children's learning while distributing assessment information to parents to keep parents informed of the development of children. The learning portfolios comprise observation records, artworks and end-of-term reports, in addition to thematic assessments, as evidence of children's learning and growth. Yet, the school is required to revise its practice of describing children's performance with grades like "excellent" and "good" in the final reports to refrain from exerting unnecessary pressure on children. Teachers refer to the assessment information during the grade-level meetings to deliberate follow-up action, refining teaching and the

curriculum.

- 1.3 The school environment is clean and bright with physical equipment orderly placed in the lobby. Teachers utilise the space to display the artworks of children for their mutual appreciation. Various interest corners are set in classrooms to tie in with themes. There are abundant materials in the interest corners and the activities are interestingly designed. As observed, children were engaged in free choice activities that include taking care of pets in the role-play corners, testing and documenting the rebounding force of a leather ball, rubber ball and fabric ball in the exploratory corners. Children read together or manipulate puppets with their peers in the reading corners to start a conversation. Teachers take part in children's play and occasionally give encouragement and guidance to children so that they are pleased to interact with teachers and raise questions actively, thus children demonstrate good language comprehension and expression abilities. That said, teachers are recommended to review the experience during play with children after the free choice activities so as to inspire children's learning.
- 1.4 To dovetail with the major concern of moral education, teachers reinforce children's good behaviour by praising them. Moreover, teachers spread messages such as care and responsibility through stories and questioning. Teachers put much effort into designing thematic teaching activities and motivating children to create as well as letting them experience voting and counting. Teachers add simple games to their explanation for children to move their gross and fine motors, which is conducive to maintaining children's attention. Teachers make good use of physical venues to set up circuit games and incorporate theme-related scenarios into the games for deepening children's impression of the thematic content. From observation, teachers offered assistance and cues to improve children's movements. Children were enthusiastic to take part in activities and had a sufficient amount of exercise.

In music activities, teachers lead children to sing and play musical instruments. Yet, children sing too loudly. Teachers are advised to take note of the issue for protecting children's tender vocal cords. Meanwhile, it takes quite a lot of time for teachers to talk about the thematic content and therefore the time that children actually spent engaging in music activities is greatly reduced. There is still room for improvement in terms of teachers' skills in conducting music activities.

1.5 The school has established a curriculum management mechanism. The management examines the effectiveness of curriculum implementation with teachers regularly in meetings. The teaching team members conduct teaching reflection after class. Most of them are able to describe children's performance and propose various suggestions including reducing the number of thematic books, setting up the interest corners based on story scenarios, adding diversified teaching resources, etc., with a view to improving the effectiveness of learning and teaching.

## **2. Recommendations for Fostering Sustainable Development of School**

The management has promoted reflection for advancement in teachers. However, the management must remove the K2 and K3 homework that is excessively difficult. It must also abolish the practice of describing children's performance using grades in the end-of-term reports. Teachers could arrange for children to conduct reviews after the free choice activities in order to summarise and extend what they have learnt. Teachers are also recommended to provide ample opportunities for music activities in a bid to further increase the learning effectiveness.