

School No.: 325457

Focus Inspection Report (Translated Version)

St. Dominic Anglo-Chinese Kindergarten

**Kindergarten A, Annex to Block 1, 100 Shing Tai Road, Heng Fa Chuen,
Chai Wan, Hong Kong (including Child Care Centre)**

15 June 2023

**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 the *Kindergarten Education Curriculum Guide* and the teaching packages to formulate its curriculum. The curriculum content is related to children's life experiences and is designed in an integrated approach with themes, covering various learning areas. The school emphasises fostering children's moral development and infuses moral elements into the curriculum. For instance, it incorporates values like cooperation, friendship and self-discipline into thematic teaching to facilitate children's understanding and practice of good behaviour. In tandem, the school strives to cultivate children's interest in reading. It designs thematic teaching activities with picture books and launches a parent-child reading award scheme for home and school to join hands in developing children's reading habits. Through celebrating traditional Chinese festivals, holding the national flag-raising ceremony and other activities, the school helps children learn about Chinese culture and build a sense of national identity. The school arranges sufficient time for children to participate in music, physical, art and free choice activities every day to foster their balanced development. However, some of the learning and homework content of language learning for K3 children is rather difficult and the amount of copying is relatively excessive. The school must remove the relevant content to meet children's development and needs.
- 1.2 The school assesses children's learning through continuous observation. It also creates learning portfolios for children to keep thematic assessment information, observation records and children's work as evidence of their growth. The school revises the assessment items to tie in with the major concerns, which is favourable for teachers to review the effectiveness of the plans against children's performance. The team is following up on the recommendations of the previous Quality Review to set forth assessment criteria collaboratively. The management may lead the team to

continue reviewing and revising the content of the criteria, including those for Early Childhood Mathematics, so that teachers can evaluate the learning effectiveness by focusing on children's different performances.

1.3 The school environment is spacious and bright. Children's artworks are displayed in the classrooms and along the corridors to create an environment full of children's joy and increase children's sense of belonging to the school. Teachers design interest corners in alignment with the themes where materials are placed in an orderly manner for children to use. As observed, children loved creating in the art and craft corners. They chose different materials to decorate Father's Day cards, demonstrating their creativity. They also tried to use simple words to express their love and respect for their fathers. There are simple experiments in the exploratory corners of some classrooms. Children can follow the pictorial instructions to conduct the experiments, such as exploring the effects of colour mixing by stacking stained glass papers or observing the reflection of items in the mirrors, to arouse children's curiosity about their surroundings. In this school year, teachers attend training to enhance their skills in designing and leading music activities. It is observed that teachers and children composed simple melodies with musical instruments. Teachers guided children to identify the beat of songs with lively tempos. Children were engaged in the activities, thoroughly enjoying themselves. Teachers let children carry out physical play in outdoor physical venues to facilitate children's gross motor development and body coordination. Yet, the school is required to consider the unstable weather condition to plan ahead by designing physical activities conducted in the classrooms to ensure that the quality of physical activities would not be compromised despite venue changes.

1.4 Teachers are amiable, friendly and cater for children's different needs. They mostly make use of real objects and pictures to facilitate children's understanding of the

learning content. Children love going to school. They learn and play with peers together while treating others with courtesy. Children are willing to follow the classroom routines and tidy things up on their own after use. They take on and off their shoes by themselves and arrange the shoes neatly before engaging in activities on the floor mat, showing good self-care abilities.

- 1.5 The school has got a mechanism of curriculum coordination, monitoring and evaluation. Teachers discuss the activity design and share their teaching experiences through collaborative lesson planning. The management demonstrates curriculum leadership and understands the curriculum implementation through holding curriculum meetings, scrutinising documents and observing lessons. It gives advice and support to teachers in a timely manner as well. The management reviews the curriculum with teachers regularly. Teachers are capable of reflecting on their teaching in general. Some of them can evaluate the extent to which the objectives have been achieved in light of children's performance and make relevant follow-up suggestions. The school has embedded the rationale of school self-evaluation (SSE) in the work of learning and teaching to drive the steady improvement and development of the curriculum.

2. Recommendations for Fostering Sustainable Development of School

The school has applied the rationale of SSE to its daily teaching to promote the continuous curriculum development. Upon such foundation, the management is required to lead the team to remove the relatively difficult learning content of K3 and revise the homework with rather excessive amount of copying so as to meet children's development and needs. Team members are on the right track to set the criteria of children's assessment collaboratively. Nonetheless, they should make amendments to the content of some assessment criteria to serve as a reference for teachers to assess children's different learning

performances. Besides, the school should plan early the physical activities conducted in the classrooms to ensure that the quality of the activities would not be compromised by venue changes.