

School No.: 563498

Quality Review Report (Translated Version)

The Mission Covenant Church Sister Annie's Kindergarten

**Wing A and Unit 1 & 8 of Wing B, G/F., Po Tai House, Po Lam Estate,
Tseung Kwan O, New Territories**

24, 25 & 27 June 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: 24, 25 & 27 June 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 organisation supports the school in the aspects of administrative management and resource utilisation. In tandem, it coordinates the principals of its affiliated kindergartens to regularly exchange and share their experiences in promoting the development of schools for cross-fertilisation of ideas and inspiration. The principal has assumed office since last school year. She applies her experiences in curriculum leadership to refine the daily schedule, teaching, etc., according to the priority of the school while arranging school-based training and peer lesson observation for teachers to enhance their professional competence. The teaching team is stable. Team members discharge their duties properly and work together to handle the school affairs in various domains to facilitate the smooth daily operation of the school, hence driving the school to improve continuously.
- 1.2 The school recognises the rationale of school self-evaluation and practises the cyclical process of planning, implementation and evaluation in daily work. The management leads teachers to review the effectiveness of the major concerns of the previous school year to formulate work plans for the next school year. On the basis of the development trends of kindergarten education and the school context, the school regards deepening children's understanding of Chinese culture and cultivating children's good character as the major concerns of this school year. The team devises strategies in the aspects of children, teachers and parents while setting proper success criteria to implement the plans progressively and conduct regular reviews. The work effectiveness is gradually observed.
- 1.3 To cater for the diverse needs of children, the school arranges for teachers to enrol in courses about taking care of children with special needs and non-Chinese speaking children so as to deepen teachers' professional knowledge. The school establishes a clear identification and referral mechanism to let children receive corresponding support the soonest. The school sets appropriate learning goals for children as well and communicates closely with parents and professionals to foster children's growth.

Suitable adaptation activities are organised for newly admitted and K3 children to help them integrate into the learning life of different stages. Through channels like face-to-face conversations and phone calls, the school keeps parents informed of its development directions, their children's activities and school life. Moreover, the school holds talks, workshops and gathering groups that are in line with the needs of parents to enhance their competence in parenting. The parent-teacher association has been formed for years to help the school carry out parent-related activities and strengthen home-school liaison. Parents are willing to serve as volunteers to tell stories to children, assist in conducting visits and so forth. They recognise and support the work of the school and build mutual trust with the school.

2. Learning and Teaching

- 2.1 With reference to the teaching packages, the school selects content that ties in with children's life experiences and draws up its school-based integrated curriculum using themes. The curriculum content covers all learning areas, facilitating the cultivation of children's positive values and attitudes, acquisition of skills and construction of knowledge. Children are given sufficient time to participate in music, physical, art and free choice activities every day, fostering their balanced development. Furthermore, teachers plan visits to guide children to know about the community and broaden their horizons. However, the school must remove the exercises in which K1 children have to hold a pencil and trace English alphabets in response to children's abilities and developmental needs.
- 2.2 The school has established a system for the assessment of child learning experiences. Teachers set assessment items and criteria according to the teaching objectives and adopt continuous observation and documentation to evaluate children's developmental progress. Teachers also create learning portfolios for children to maintain assessment forms, observation records, artworks and so on as evidence of children's growth. Teachers and parents exchange their observation on children's performance at school and at home regularly to follow up on the needs of children and inspire children to develop their potential. The management is advised to lead teachers to consolidate and analyse the child assessment information to inform curriculum planning.
- 2.3 The management leads the team to formulate and review the curriculum. It discusses with teachers the learning foci, activity details, corner design, etc., of each

grade level. The management fully grasps the situation of curriculum implementation. Through the scrutiny of documents and classroom walkthroughs, the management performs its monitoring and supervisory roles as well as rendering assistance to teachers at opportune times. In this school year, the school revises the format of preparing teaching plans. It allows teachers to set explicit teaching goals and rundown for activities, and then reflect on their teaching and make suggestions for improvement based on children's performance, thus further enhancing the effectiveness of learning and teaching.

- 2.4 The major concern of this school year is deepening children's understanding of Chinese culture and nurturing their sense of national identity. The school holds the national flag raising ceremony and plays and sings the national anthem on important days as well as organising celebrations of festivals. In addition, the school systematically introduces the learning elements of Chinese culture that are relevant to themes or projects of each grade level. For instance, the school sets the topic of project learning as Chinese restaurant to guide children to be familiar with dim sum and the culture of "finger tapping". In this way, children learn the traditional virtues of respecting the elders from an early age and get to know Chinese cuisine and folk tales. Teachers lead children to create blue and white porcelain and indigo dyeing. They post children's works along the corridors to infuse artistic vibes into the environment, encouraging children to share their learning outcomes and appreciate one another. As observed, children liked to participate in shadow play with their peers. They took turns to manipulate shadow puppets and act as audience, thoroughly enjoying themselves. In the study corner, children simulated drawing on rice paper with writing brushes, exploring the fun therein.
- 2.5 Another major concern of the school in this school year is cultivating children's good character. The school holds a moral week upon the completion of each theme in which teachers tell stories to children to guide them to practise proper behaviour. The school sets monthly core values such as joy and kindness while inviting parents to record children's performance at home. Hence, home and school jointly nurture children's active and optimistic attitudes in life. Teachers often give encouragement and compliments to children during daily lessons and prompt children to build routines through award schemes. Teachers may remind children to assist in putting away toys or sharing teaching aids with their peers so that they can learn to be helpful to others.
- 2.6 The school has sufficient activity space. Teachers set up different learning corners

in classrooms to enrich children's learning experiences. Children play the role of a farmer. They wear straw hats and hold toy rakes to simulate farming. Children observe and compare the effect of water on the sprouting and growing of green beans, thereby learning to take care of plants. In the art corners, children choose different materials to create artworks. For example, they use a string threaded paper cup to make drop ornaments, and they draw patterns on paper plates, unleashing creativity. Apart from recommending books, teachers also place soft mats in the reading corners to create a proper reading environment for facilitating the cultivation of reading interest in children.

2.7 Teachers are conscientious in teaching and care for children. They make use of pictures to illustrate the teaching content and let children manipulate real objects. Through visual learning and first-hand experiences, teachers boost children's motivation to learn. Meanwhile, teachers provide children with hands-on opportunities, such as selecting a variety of items for guiding children to explore shadows, to deepen children's understanding of the learning content. Children use torches and patterned acrylic sheets to test the relationship between the distance from light source and the size of shadows. Teachers ask K3 children to express their feelings about their promotion to primary one through drawings. Teachers may make use of different levels of questioning to encourage children to think of solutions to problems and provide opportunities for child-child interaction to foster their expressive language skills. Teachers design physical circuit games using tools like bean bags, balloons and hula hoops to observe children's body coordination. Teachers also give instructions to children to develop their balancing, jumping and other skills as well as cultivating their love for sports. During music activities, teachers lead children to sing, tap musical instruments and perform rhythmic movements to the beat to nurture their aesthetic sense. Teachers play with children in free choice activities, they are advised to assist children in collating experiences after the activities to consolidate what children have learnt. Children love learning and are engaged in activities that they meticulously plan the order of participation in free choice activities. Children show good living habits as they eat on their own, and put on and take off their shoes by themselves.

3. Recommendations for Enhancing Self-improvement of School

3.1 The school maintains close communication with parents. Upon such foundation,

the school may further let parents take part in formulating and planning activities of home-school cooperation so as to strengthen its partnership with parents.

- 3.2 The management leads teachers to actively follow up on the recommendations of the previous Quality Review to promote the development of the school. In order to enhance the effectiveness of learning and teaching, the school must remove the exercises in which K1 children have to hold a pencil and trace English alphabets in response to children's abilities and developmental needs. It should also consolidate and analyse the child assessment information to inform curriculum planning. Teachers are advised to assist children in collating their play experiences after the activities to consolidate what children have learnt.