

School No.: 528625

Quality Review Report (Translated Version)

Our Lady's Kindergarten

**Whole of G/F-4/F. & Conference Room at 5/F., Annex Building,
113-115 Shatin Pass Road & 113 Shatin Pass Road, Wong Tai Sin, Kowloon**

27, 28 February & 4 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: 27, 28 February & 4 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 adheres to the aims of education in facilitating children to grow up with joy and care, and has been providing education and care service to children in the district for years. The management is familiar with the culture of the organisation and the school and effectively guides the team members to implement the work in various areas. Moreover, the teaching staff are provided with clear guidelines and codes of practice for grasping their job requirements and managing daily operations properly. The school has an explicit appraisal system in place to facilitate the management's evaluation of teachers' work performance. Through daily communication and appraisal interviews, the management understands individual teachers' aspirations for further studies to arrange focused training activities while giving teachers opportunities to share what they have learnt, thus creating a culture of professional exchange.
- 1.2 The school has established a clear school self-evaluation (SSE) mechanism. The management leads teachers to collate information such as results of activity surveys, curriculum review and stakeholders' feedback to examine the work in different areas comprehensively and discuss the development foci of the next school year. In view of the kindergarten education development trends, the school regards enhancing children's understanding of Chinese culture as its major concern in this school year. It sets work objectives and deploys relevant strategies in teacher training, curriculum design, parent participation and other aspects. The plans have been implemented in an orderly manner.
- 1.3 The school caters for learner diversity and has a clear identification and referral mechanism to enable children in need and their families to receive proper support the soonest. Teachers hold regular meetings with professionals. They work closely together to share and follow up on children's development. To support the newly admitted children, the school arranges for parents to visit the campus and attend talks before school term starts so as to understand the school environment and children's

development, hence getting their child ready for the start of campus life. Teachers design primary one simulation activities and arrange for children to take part in the experience days organised by primary schools in the district so that children can transit to the next stage of learning by gaining an initial exposure to the learning mode and environment of primary school. The parent-teacher association was formed years ago and has been developing steadily. It is a bridge of communication between parents and the school, and assists the school in coordinating different activities. The school maintains close contact with parents through diversified channels. It receives trust and support from parents and works hand in hand with them to facilitate children's joyful learning and healthy growth.

2. Learning and Teaching

- 2.1 With reference to the *Kindergarten Education Curriculum Guide* and teaching packages, the school plans an integrated curriculum using themes. It devises learning content that is in line with children's life experiences and interests as well as covering all learning areas. The school attaches importance to children's moral development. It puts effort into incorporating elements of moral education into the curriculum, launches an award scheme and parent-child activities every year to nurture children's positive values in collaboration with parents. Children are arranged to visit different places according to themes to enrich their learning experiences. Nevertheless, the school is required to follow up on the arrangements of the daily schedule to ensure that children have sufficient time to participate in music and physical activities every day. Besides, the management must lead teachers to review the homework design under the learning areas of Language and Early Childhood Mathematics for K3 children and remove those rather difficult content to meet children's learning needs.
- 2.2 The school has a policy on the assessment of child learning experiences. It assesses children's learning and development progress through continuous observation while creating children's learning portfolios to retain observation records, artworks and other information. Teachers invite parents to give feedback on children's behaviour at home, which helps teachers get a grasp of children's performance from different perspectives. At the end of a school term, children's overall development reports are distributed to parents for them to understand their child's growth and development. Yet, the management is required to lead teachers to review and revise

the content of thematic assessment forms, including examining and making amendments to the same items under the learning areas of Language as well as Self and Society, so as to reflect the learning objectives of each theme specifically and accurately. Teachers should also share children's performance at school with parents regularly to keep parents informed of their child's development and needs.

- 2.3 The management forms a curriculum team with some of the experienced teachers to coordinate, manage and monitor the curriculum. They regularly discuss the teaching schedule and content in meetings. In tandem, they keep track of the curriculum implementation of each grade level and give teachers reminders and advice at opportune times by scrutinising documents, conducting administrative lesson observation and attending teaching affairs meetings. Teachers refer to teaching reflection notes and take suggestions for improvement. They discuss together the activity design and setup of interest corners, which is conducive to enhancing the learning effectiveness. Teachers possess reflective skills in general. By observing children, teachers grasp their learning performance and needs and make relevant teaching suggestions. Upon completion of a learning theme, the curriculum team collates the reflection information of each class and uses the information as a reference for revising the curriculum content of the next theme.
- 2.4 In this school year, the school regards enhancing children's understanding of Chinese culture as its major concern. It shares folk tales of ancient China with children during morning and afternoon assemblies and keeps pace with its moral education scheme to nurture children's traditional virtues such as treating others with courtesy, showing filial piety and respect to elders. In addition, the teaching team customise a theme on Chinese culture. They strive to arrange for children to experience different traditional customs by decorating the learning environment and organising learning activities. Teachers follow the custom of celebrating Lunar New Year to meticulously set up interest corners for attracting K1 and K2 children to take the initiative to put on Chinese costumes, simulate eating hot pot, put up spring couplets or serve tea with teapot and teacup props. All these help children gain a basic understanding of the meaning behind traditional culture. Teachers are willing to apply their acquired knowledge from training in art to guide K3 children to observe the photos of blue and white porcelain carefully and learn about the patterns and their implied messages. After that, teachers let children use blue paint to create art on paper bowls and plates. The school also arranges for parents to make Lunar New Year food and take part in parent-child activities like Lunar New Year Fair stalls and

folk game workshops so as to provide more opportunities for parents and their child to experience traditional culture. Team members earnestly plan the Chinese cultural activities and implement the work plan with concerted efforts. The effectiveness has been identified.

- 2.5 The school environment is spacious, neat and bright, with ample space to carry out various types of learning activities. For instance, there are a turtle pond and a garden in the outdoors for children to learn to take care of animals and plants. Teachers make use of children's artworks to beautify classrooms and corridors for encouraging children's mutual appreciation. Meanwhile the school optimises the use of the campus environment so that children can conduct different corner games in classrooms and activity rooms during free choice activity sessions. Teachers set up interest corners according to themes. The design of the imaginative play corner in each class suits children's life experiences. Children develop their language and social skills through role-play. Teachers make use of daily necessities to motivate children to explore, such as comparing the materials and usage of different types of rubber bands, and observing the difference between the reflection images on the mirrors and antimony paper, thus showing that children are curious about their surroundings. Plentiful art materials are placed in the art and craft corners for children to choose and use freely. Children like drawing and colouring, or cutting and sticking the art materials attentively. Their work is rich in composition and colourful. Children actively present their work to teachers and peers as well, demonstrating good language expression. Teachers could improve the setting of the reading corners, including providing puppets, writing tools, records for storytelling and other equipment, along with designing interesting simple tasks, with a view to further enhancing children's motivation and interest in reading.
- 2.6 Teachers are patient and gentle with children. They make good use of language, body movements and other skills to assist children in establishing classroom routines as well as giving individual guidance to cater for children's diverse needs. During free choice activities, teachers observe children's play and render timely assistance. They also join in the play and interact with children happily. Teachers try to merge music and physical elements when designing integrated music and physical activities, but it is observed that the activity design tends to emphasise only one area, either music or physical fitness, leading to an imbalance in the activity arrangement. Teachers must design activities with explicit music and physical learning objectives to ensure that children have sufficient opportunities to participate in physical and

music activities every day in order to foster their gross motor and aesthetic development.

- 2.7 Children are attentive in listening to and willing to follow teachers' instructions that they carry out activities in an orderly manner with self-discipline. Children love to play together and know how to share toys, showing favourable social development. Children have good self-care abilities as they can take off their coats by themselves and place their personal belongings properly after arriving at school. They put back toys and teaching aids after games, and use rags to wipe food crumbs off tableware on their own to keep the classrooms tidy.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The management structure of the school is solid and stable that team members work as one to promote the school development and embed the SSE rationale in daily practices while devising appropriate work plans based on the kindergarten education development trends and the school's current situation. However, the management is advised to lead teachers to set success criteria in a more focused manner according to the objectives of the major concerns so as to accurately evaluate the extent to which the plans have been achieved and map out the school development of the next stage.
- 3.2 The team upholds the mission of the school to let children learn happily in a campus of joy and care. The management is required to lead teachers to revise the daily schedule of each grade level, re-plan the arrangements of music and physical activities and remove the rather difficult K3 homework to meet children's developmental needs. Besides, teachers must review and adapt the content of thematic assessment forms to reflect children's development in different areas accurately and share children's performance at school with parents regularly so that parents can understand their child's learning in a timely manner.