

School No.: 569712

Quality Review Report (Translated Version)

S.K.H. St. Christopher's Nursery (Wan Chai)

3/F, 3 Wan Chai Road, Wan Chai, Hong Kong

22, 23 & 25 January 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: 22, 23 & 25 January 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 the support of the organisation on administrative management and resource utilisation. The leadership team cares about the development of the school and maintains close contact with the management. It understands and monitors the school's operation and gives proper advice on the development direction of the school through regular meetings and visits. Experienced teachers are arranged to support and mentor newly recruited teachers so that the new recruits can adapt to the work environment as well as understanding the school's daily work and school-based curriculum through practices. The school attaches importance to the professional development of teachers. It not only organises relevant activities according to its needs, but also lets teachers take part in the joint-school training of the organisation to encourage them to exchange their teaching experiences with colleagues of the peer schools. After pursuing further studies, teachers share their experiences and learn from one another. Thus, a culture of exchange has been built in the team and team members promote the development of the school through collaboration and support.
- 1.2 In the previous school year, the school regarded cultivating children's good character as its major concern. Through the set-up of the environment, class activities and home-school cooperation, the school helped children practise good deeds in daily life and developed their positive values. The management led teachers to review the effectiveness of the work plans by self-evaluation and incorporated the relevant projects into routine work in light of the review findings. In this school year, the school considers enhancing children's understanding of Chinese culture as its development focus in accordance with its context and the education development trends. The school devises task objectives and strategies in teachers' professional training, children's learning, parent education and other aspects. The plan is carried out steadily and its effectiveness is preliminarily seen. The school has been actively promoting home-school cooperation in recent years. It holds activities of parent

education that align with the major concerns, such as seminars about positive parenting and emotional management, to join hands with parents to foster children's affective development. The school also maintains communication with parents through different channels to keep them informed of the school information and their child's performance in a timely manner. It forms a parent volunteer group and invites parents to school to share their professions, serve as parent storytellers and so forth. Lesson observations are arranged for parents so that they can understand the school activities and children's learning, thereby enhancing their trust and support to the school. Home and school work together to foster children's happy growth.

- 1.3 The school caters for children's diverse needs. It has established a clear identification and referral mechanism for children with special needs while utilising external resources to render appropriate follow-up action to children the soonest. The school earnestly plans diversified strategies to support non-Chinese speaking (NCS) children. For instance, when NCS children first start school, a Chinese speaking partner is assigned to them to learn and play together, hence promoting cultural inclusiveness. The school also establishes language group activities and lends the school-based teaching materials to NCS children, etc., to facilitate them to learn Chinese in daily life.

2. Learning and Teaching

- 2.1 The school designs an integrated curriculum with themes, of which the content is comprehensive and balanced. Apart from referring to the *Kindergarten Education Curriculum Guide* and teaching packages, teachers also select suitable picture books as teaching materials to arouse children's interest in learning. The school often holds activities like outdoor visits, snack tasting and so forth while arranging project learning for K2 and K3 children to widen their learning space and life experiences. Mixed-age learning activities are organised for children to have more opportunities in interacting with children of different ages through play and facilitate their social development effectively by working together. The school has followed up on the recommendations of the previous Quality Review to improve its daily schedule. Children are given sufficient time to participate in music, physical, art and free choice activities every day to foster their balanced development.
- 2.2 The school has formulated a proper policy on the assessment of child learning experiences and the assessment content is in line with the teaching objectives. It

understands children's learning progress through continuous observation and records. Teachers gather assessment results, children's work and so on to understand children's performance in each learning area. Teachers meet with parents as well to keep them informed of their child's developmental milestones. Upon the existing foundation, the school is advised to consolidate and analyse the child assessment results to inform curriculum planning.

- 2.3 A clear mechanism for curriculum coordination, monitoring and evaluation is in place in the school. The management keeps track of the curriculum implementation. It also gives teachers guidance and support during curriculum meetings and lesson observations. Teachers reflect their teaching in view of children's performance. The management is required to lead teachers to review and remove the rather difficult learning content and homework design for K3 to meet the developmental needs of children at kindergarten stage. Moreover, the school may refine the existing peer lesson observation by setting foci of observation based on its development direction or teachers' needs, and explore the suggestions for improvement concerning the teaching efficacy so as to boost the effectiveness of learning and teaching.
- 2.4 The school puts much effort into creating a loving atmosphere on campus. Words of appreciation from parents to children are displayed in the lobby whereas positive phrases and Bible verses are posted on the walls of the classrooms. Teachers and children always encourage one another as well. All these facilitate children to grow up in a positive environment. There are emotion corners and praying corners in the classrooms so that children can share their moods of the day with their peers or pray. The school organises experiential activities for children to experience being cold and hungry like the underprivileged and learn to cherish and care about others, and then practise what they have learnt to donate food and help people in need. The teaching team meticulously designs diversified activities, such as little caring angels and award schemes for virtuous behaviour, to nurture children's good character. As observed, teachers always praised children in concrete terms for their good behaviour. Children helped and cared for each other. They were modest and courteous. They took the initiative to greet others, showing a friendly attitude. The expected outcomes of the plan are achieved.
- 2.5 The school puts emphasis on children's understanding of Chinese culture and regards this as its major concern of this school year. It purchases relevant books and shares stories with children to enable them to learn about traditional Chinese virtues like

filial piety and perseverance. Children experience the tea culture through the activity of going to a Chinese restaurant. Teachers design different learning activities, such as lion dance, spring couplet making and simulating visiting Lunar New Year Fair, to let children learn about the custom and food of traditional festivals. Children also try ink painting, paper cutting, etc., to feel the beauty of Chinese art. The work plan is beginning to bear fruit.

- 2.6 The school allocates the campus space prudently to set up all classrooms as different learning zones so that all children can carry out mixed-age activities during free choice activity sessions to foster their social development. Teachers decorate the environment thoughtfully. They place plentiful theme-related learning materials and toys for children to choose from them based on their interests. Cardboard boxes, large building blocks and paper tubes are available in the game zone of the lobby for guiding children to engage in imaginative play using the materials. Teachers also design an array of board games on purpose for children to play together, hence encouraging children to interact with and learn from their peers. In the classrooms, teachers and children jointly keep snails and tortoises. Children carefully observe the characteristics and living habits of the small animals while learning to take care of them. There are different tools and materials in the art corners to inspire children to create. Children have the opportunities to make food with light weight clay, draw with big paintbrushes and knead dough to demonstrate their creativity.
- 2.7 Teachers are kind and care about children. They have built a good relationship with children. Teachers communicate clearly to enable children to understand the learning content and follow the instructions to carry out activities. Teachers create contexts as an introduction to physical circuit games, drawing children to participate in the games enthusiastically. There is an adequate amount of exercise in these activities to foster children's physical development effectively. Children are engaged in the physical activities, showing eagerness as well as good body coordination. During music activities, teachers and children sing and perform rhythmic movements together. Teachers are required to add variety to the activities and design interesting games for children to express their feelings and unleash their creativity through music. In free choice activities, teachers observe and give guidance to children. They join in children's play as well. Teachers are advised to guide children to think deeper and explore further at opportune times. After the activities, some teachers invite children to share their work or the process of

activities. Teachers may assist children in collating and concluding experiences so as to consolidate and extend their learning. Children have good self-care abilities as they are able to put on and take off their shoes by themselves, and put back the items swiftly after the activities. Children are willing to follow the rules when playing board games, and they collaboratively complete simple learning tasks, thus playing together happily. NCS children get along well with their peers and can communicate with others in simple Cantonese proactively.

3. Recommendations for Enhancing Self-improvement of School

The school recognises the rationale of school self-evaluation (SSE) and has established an SSE mechanism. It is still required to devise focused success criteria corresponding to the task objectives for evaluating the effectiveness of the plans in a more effective manner. The school is advised to refine the existing peer lesson observation to set observation foci in view of its development direction or teachers' needs to help teachers enhance their teaching skills. The school must remove the rather difficult learning content and homework for K3 to meet children's developmental needs while consolidating and analysing the child assessment results to inform curriculum planning.