

School No.: 154601

Quality Review Report (Translated Version)

S.K.H. St. Joseph's Church Kindergarten

83A Ng Ka Tsuen, Pat Heung, Yuen Long, New Territories

23, 24 & 26 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: 23, 24 & 26 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 organisation cares about the school's development and keeps abreast of the administrative affairs and daily operation of the school through regular meetings as well as providing support and professional advice at opportune times. The management has served the school for years and is passionate about kindergarten education. It strategically leads teachers to refine the curriculum based on the school context and the development trends of education, guiding the team to keep up with the times. Meanwhile, the management plans training activities in view of teachers' needs to enhance their teaching standards. The school has a well-defined organisational structure. The management empowers teachers to exploit their talents in different task groups according to their abilities, experience and so forth. Timely guidance is also given to assist teachers in addressing and following up on various tasks. Members of the team discharge their duties properly, support and collaborate with one another to strive for further excellence in the school with concerted efforts.
- 1.2 The school has established an explicit mechanism for school self-evaluation. The team holds meetings periodically to examine the implementation and effectiveness of the major concerns and daily teaching activities. In tandem, the team makes reference to the views of all stakeholders to form the basis for charting development direction. The school has followed up on the recommendations of the previous Quality Review to improve the arrangements of free choice activities for facilitating the interaction between teachers and children during play. The school attaches importance to the moral development of children. It has regarded developing a positive campus as its major concern in recent years and employed strategies from different aspects like teacher training, activity design and parent education. Those tasks are implemented smoothly and the effectiveness of the plan is seen gradually.
- 1.3 The school caters for the diverse needs of children. It sets up an effective mechanism of identification and referral so that children with special needs can

receive appropriate support the soonest. The school creates an inclusive culture on campus meticulously and assists non-Chinese speaking (NCS) children in learning Chinese through play. It also keeps NCS parents informed and lets them follow up on their child's learning by translating school notices, lending translation pens, distributing audio teaching materials, etc., which is beneficial for children to settle into school life as soon as possible. The school maintains close communication with parents through channels such as face-to-face meetings and phone calls while conducting home visits regularly to understand children's living conditions. It provides child-rearing suggestions to parents as necessary and joins hands with parents to nurture children's healthy growth. The school gathers parents' views with the help of parent-teacher association and invites parents to take part in school activities in the capacity of volunteers from time to time so that they can grasp their child's learning and have a deeper understanding of the school, thus building a solid foundation for home-school collaboration.

2. Learning and Teaching

2.1 The school selects teaching themes that revolve around children's life experiences, such as clothing, food, accommodation and transport, etc., to design an integrated school-based curriculum that covers all learning areas. It also leads children to conduct project learning on the topics of their interest so as to deepen children's knowledge about the things around them. The school takes advantage of the natural surroundings to organise diversified outdoor activities. For instance, it takes children for walks along the nearby cotton tree avenue and paths in the woods to observe and notice the changes in nature during different seasons, thereby cultivating children's values and attitudes of respecting, appreciating and cherishing our environment. In the meantime, the school arranges weekly outdoor play for children of the same grade level. It assists children in constructing knowledge and displaying creativity through proactive exploration and provides more opportunities for children to collaborate with peers, fostering their social development. The school holds celebrations of Chinese festivals, during which children offer their parents with self-made traditional food to enjoy the festive joy together. These activities also provide opportunities for children to practise virtues such as filial piety. However, the school must revise the daily schedule to enable all K3 classes to have ample opportunities to engage in physical activities on Wednesdays. The school is

also required to remove the rather difficult homework content in the second school term for K3 to meet children's developmental needs.

- 2.2 The teaching team devises child assessment content in accordance with the curriculum objectives. Teachers regularly seek information from parents about children's living habits and how they take care of themselves at home. Teachers also invite parents to write down words of appreciation and encouragement to their child in light of children's personality traits. Parents also set goals for a new school year with children to serve as evidence of their accompaniment of children's growth. Teachers observe children's performance continuously and summarise children's development at the end of every school term. They also distribute children's learning portfolios to parents. Teachers may further assist parents in getting a clear picture of their children's learning progress according to the learning objectives in various themes in a timely manner.
- 2.3 The school has established an explicit mechanism of curriculum management. The team refers to the curriculum evaluation information of the last school year to plan its teaching outline. Members of the team map out the learning objectives of themes and the content of the environment set-up during lesson planning meetings, implementing the curriculum together. The management exploits its role as a curriculum supervisor. By conducting classroom walkthroughs and scrutinising teaching documents, it gradually helps teachers strengthen their reflection abilities such that teachers can examine the extent to which the learning objectives have been achieved based on children's performance in teachers' self and whole-school reviews. The management assigns teachers to be members of the outdoor education group, art group, etc. in light of their expertise. In addition, the management fosters collaboration among group members to jointly optimise the teaching strategies for enhancing children's effectiveness of learning by interacting with the environment and through play. The teaching team also concludes the curriculum implementation at the end of each school term and makes adaptations to inform the curriculum planning.
- 2.4 The school regards developing a positive campus as its major concern and sets moral foci such as optimism, caring and perseverance. Teachers incorporate relevant elements into the curriculum by, for example, adding moral picture books in reading corners and letting children interpret the content of moral stories in drama activities, thereby mastering the behavioural characteristics of positive character. Teachers also guide children to appreciate their peers' good behaviour before daily dismissal

while giving encouragement and feedback to children at an opportune time to nurture their positive values and active attitude. As observed, children helped and cared for each other. They took the initiative to show solicitude for people and things around them, displaying their empathy. Children were willing to try solving learning problems and did not easily give up. The effectiveness of the major concern has been shown gradually.

- 2.5 The school utilises spacious outdoor areas, including a lawn and basketball court, to organise a variety of learning and experiential activities for children. Teachers assign children to water plants and weed the gardens regularly and guide children to observe the physical appearance of insects on campus or feed carp in the pond. All these enable children to increase their knowledge of animals and plants and foster their curiosity towards nature. Teachers decorate the classroom environment according to themes and attentively design interesting corner activities that incorporate different learning elements. K3 children go to the garden to harvest vegetables and wash them. During free choice activities, children make burgers with lettuces and other healthy toppings as requested on the order forms, thus learning life skills and applying language in a meaningful context. K2 children pretend to buy and sell local snacks to consolidate the concept of money through the process of payment and receiving change. K1 children skewer each fruit onto bamboo sticks one by one to learn sequencing, develop fine motor skills and learn about different flavours by tasting the fruits. Children are allowed to take part in setting up the interest corners such as making food models and drawing menus, which is effective in arousing their learning motivation and sense of belonging to the school. Some teaching aids are designed with ways of play in multiple levels of complexity. Children can manipulate them based on their abilities and interests. The school is capable of taking care of children's diverse learning paces and needs.
- 2.6 Teachers are conscientious in teaching and are amiable and kind. They respect and accept children's opinions while catering for children's needs carefully, leading to a good teacher-child relationship. Teachers arrange a diversity of sensory exploration activities meticulously. Besides, specific, interesting and simple learning tasks are designed for children occasionally. These include discovering different coloured things from nature and writing letters to parents to thank them for their care, hence making learning more meaningful. Teachers join in children's play at an opportune time and then guide children to share their experiences, which is favourable to consolidating children's acquired knowledge and extending their interest in play.

Besides, children carry out physical activities in the way of group activities or competitions to grasp various types of basic body movements, facilitating gross motor development. Teachers let children sing and play musical instruments to feel the rhythms and melodies amid a relaxing atmosphere. Currently, there is one day in a week in which the music activities of each class are conducted in the form of drama. Teachers are required to pay attention to the musical elements in the activity design and keep on strengthening their skills in leading music activities.

- 2.7 Children love going to school and are engaged in learning. Children also express their ideas and thoughts clearly and speak confidently. They get along well with peers and appreciate one another, possessing good social development. In free choice activities, children conduct simple experiments and record their findings in accordance with the pictorial flowchart on their own, displaying their active learning motivation and abilities. Children are pleased to help teachers lead health exercises and prayers during morning and afternoon assemblies and are proactive in serving others. Children tidy up toys and items by themselves after play while cleaning their tableware after meals, showing good self-care abilities. NCS children can understand the instructions and talk to others in simple Cantonese. They have developed basic skills in Chinese comprehension and verbal expression.

3. Recommendations for Enhancing Self-improvement of School

The school makes use of its location advantages of rural areas to tap into nature-related teaching resources, carrying out a distinctive school-based curriculum. The school is required to remove the relatively difficult homework in the second school term for K3 and revise the arrangement of Wednesdays' physical activities for K3. The school may also let parents keep track of their children's learning progress in a timely manner with respect to the learning objectives in various themes.