

**School No.: 325970**

# **Quality Review Report (Translated Version)**

**Sacred Heart Canossian Kindergarten**

**Level 2-5, 10 Robinson Road, Hong Kong**

**8, 9, 10 & 12 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: 8, 9, 10 & 12 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 seeks progress while ensuring stability upon its existing foundation to enhance the quality of education in an ongoing manner. The management has served the school for years. It has extensive experience and is well aware of the school context. Members of the management team perform their functions to systematically oversee the daily operation and lead the team to facilitate the development of work in different domains. The school organises training activities to keep pace with the trends in kindergarten education and its needs. It also arranges planning, coordination, and other tasks appropriately to foster the professional growth of the team. Through an induction scheme, the newly recruited teachers work closely together with their experienced colleagues to understand the school culture gradually. Clear guidelines are in place and resources are properly stored at school so that the teaching staff can discharge their duties more effectively, which is also beneficial for passing on experiences. Teachers are keen to pursue further studies and apply what they have learnt. They work as one to create a joyful learning atmosphere for children.
- 1.2 Under a stable school self-evaluation (SSE) mechanism, team members jointly put the cyclical process of planning, implementation and evaluation into practice to promote the development of the school. When implementing the annual work plans, the school attaches importance to equipping teachers with relevant skills. It enlists related external support to help teachers enhance their professional competence and build a consensus so as to carry out the major concerns progressively. The team aptly summarises the training results and practical experiences while flexibly adjusting the strategies or arrangements based on the school context to strengthen the work efficacy. Moreover, it analyses children's performance and stakeholders' views according to the goals of the plans to grasp the actual work effectiveness and provide useful references for the planning of the next stage.

1.3 The school has adequate measures to cater for children's diversity and parents' needs. For instance, it has introduced teaching materials with audio files and the lending of teaching aids in recent years to assist non-Chinese speaking (NCS) children in understanding the homework content at home, or to help them raise their interest and abilities in learning Chinese through listening to nursery rhymes and picture book stories, manipulating teaching aids, etc. Teachers maintain contact with parents to follow up on children's situation as soon as possible. In tandem, teachers collaborate with other professionals to provide suitable support for the children in need. The parent-teacher association has been formed for years. It assists the school in organising various types of activities as well as recommending books and gathering parents' views on a regular basis to enhance home-school communication and cooperation. Parents actively participate in lesson observation, parent-child activities, volunteer service, etc. They appreciate and support the work of the school.

## **2. Learning and Teaching**

2.1 The school selects topics relating to children's life experiences to set common themes for all grade levels and adopts a spiral approach to plan an integrated curriculum that covers all learning areas. Teachers have been using picture books proactively to boost children's interest in learning in recent years. They provide more opportunities for children to listen to or share their experiences and read aloud. Furthermore, they design project learning activities that tie in with the storylines to help children extend the thematic learning and cultivate their exploratory, problem-solving, expressive and other skills. The school also refines the curriculum content of school-based moral education and devises annual core values and foci of moral cultivation. Relevant elements are incorporated into the morning and afternoon assemblies, religious activities and thematic learning, hence nurturing children's positive values and good morals using varied strategies. The school is required to review and revise the daily schedule on Fridays to arrange sufficient time for children to take part in different types of activities to foster their all-round development through a balanced school-based curriculum.

2.2 The school has formulated a clear policy on the assessment of child learning experiences. Teachers continuously observe the performance of children in thematic learning activities, make records of children's process and findings during

project learning and summarise their progress in different learning areas at the end of a school term. The school also creates learning portfolios for children and keeps parents informed of the learning and developmental process of their children in an organised manner. Regarding the homework arrangements, teachers design appropriate pre-writing activities and parent-child games to enhance children's fine motor skills and eye-hand coordination. Since the previous Quality Review, the school has adapted the homework arrangements and amount of copying for K3 children. However, some content in the learning areas of Language and Early Childhood Mathematics is still too difficult. The school must make amendments to such content to meet the development and needs of children.

- 2.3 Teachers of each grade level collaboratively discuss the content of thematic teaching, activity design and assessment criteria. The experienced teachers of the respective grade levels then make alignment to further coordinate the curriculum. The management monitors the curriculum implementation and gives feedback to teachers in a timely manner through attending meetings, conducting lesson observation and classroom walkthroughs. Teachers evaluate the teaching effectiveness against children's performance and assessment information. Some teachers are able to provide specific suggestions for improvement. The school refers to and follows up on teachers' review findings including adjusting the activity arrangement and manpower deployment in free choice activity sessions to enhance the care for children, and replacing picture books with more suitable ones in view of the thematic content and children's abilities to improve the efficacy of learning and teaching.
- 2.4 In this school year, the school draws up the major concern to focus its efforts on developing children's capability to explore. In response to children's interest aroused by thematic learning and upon discussion with children the topics for project learning, teachers select relevant storylines of the picture books for children to embark on their journey of exploration. The project learning activities of each class are diverse and distinctive, such as observing the water pipes in the school kitchen and toilets, comparing various types of chairs and their accessories or testing the load bearing capacity of columns. Teachers encourage children to explore using their senses and construct knowledge in real-life learning contexts. Children give full play to their creativity in the course of the activities to design a unique tree house, a bed with slides and a multipurpose desk, and then jointly make the models of their works. Teachers deliberately provide opportunities for children to share their test findings, creative ideas and solutions to problems. Children express their views

eagerly and suggest numerous ways to deal with the issues. They also use their imagination to keep refining their works, displaying curiosity and inquisitiveness.

2.5 A wide range of children's works is hung on the stairways and along the corridors of the campus while different interest zones are set up in the classrooms and indoor playground to facilitate children's interaction with the environment and their peers. Picture books relating to the themes or recommended by teachers are placed in the reading corners of the classrooms to attract children to read. In the art corners, children divide the work to make accessories or decorations for the works of project learning. They also manipulate the teaching aids that are on the walls with their peers together and share the self-made eco-friendly toys with one another. There are four zones in the indoor playground. Diversified materials are available in the creative zone. Children simulate having a barbecue with their peers, doing housework or sipping tea and tasting dim sum, thoroughly enjoying themselves. Children pray silently or listen to the hymns in the religious zone. They also go to the game zone to play a variety of board games and cooperative games. The school puts building blocks in the exploratory zone for children to construct their favourite things. It may improve the planning to offer more materials and activities with exploratory elements so as to sustain children's inquisitive mind.

2.6 Teachers have favourable communication skills. They are good at using storylines as an introduction and inspire children's thinking with questions. They prepare real objects or make teaching aids thoughtfully to enable children to learn through manipulation and play. Music activities are rich in content. Children are engaged in the activities happily as they sing aloud and perform rhythmic movements to the melodies. The settings of physical activities help develop children's body coordination. This school year, some of the music and physical activities are arranged to be carried out at the same time slot and venue in an attempt to reduce the time needed for children to switch activity venues. Yet, the school is required to improve the activity design to balance the learning elements of music and physical activities. Children are willing to share the play experience with their peers after the group or free choice activities. Some teachers are able to make good use of what they have observed to guide children to talk about their discoveries or problems encountered, and encourage children to have further discussion for consolidating and extending their learning.

### **3. Recommendations for Enhancing Self-improvement of School**

The school keeps on refining the school-based curriculum and puts a great effort into cultivating children's willingness to learn and explore. It may continue to implement and refine the effective projects on a regular basis and promote the major development work in a more focused manner. Besides, the school is required to improve the design of some of the music and physical activities to foster children's balanced development while revising the excessively difficult homework content of K3 in the learning areas of Language and Early Childhood Mathematics to meet children's abilities and needs.