

School No.: 564710

Quality Review Report (Translated Version)

St Matthias' Church Nursery School

**No 15-20, G/F, Woo Shui House, Shui Pin Wai Estate, Yuen Long,
New Territories**

28, 29 & 31 March 2023

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region

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Dates of Quality Review: 28, 29 & 31 March 2023

- 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 management has served the school for years and is familiar with the operations of the school. It assigns duties according to teachers' capabilities, experiences and preferences, and leads the team to perform daily tasks effectively. The school has created a culture of open communication. Teachers are willing to express their views and seek professional support from the management. In order to encourage teachers' professional development, the school provides them with relevant information. It also deploys manpower to relieve teachers' duties when necessary so that they can make time for training. Teachers get along well. They support and encourage one another. There is team cohesion and the team members work as one to promote the development of the school.
- 1.2 The school has followed up on the recommendations of the previous Quality Review. The management leads all teachers to conduct self-evaluation and set forth the major concerns according to the school context and the stakeholders' views. Promoting positive education has been the school's priority task in recent years. Apart from organising teacher training, the school also devises concrete strategies from the aspects of children and parents, hence implementing the major concern from multiple perspectives. Such practice is appropriate. In this school year, the management steers teachers to review the activities arranged and incorporate the elements of positive education into the existing curriculum in a step-by-step manner. Encouraging words and phrases are displayed on campus and a thankful tree is set up for children to express gratitude to teachers using thank you cards. In tandem, teachers encourage parents to record their children's daily life in the "notebook of touching moments" to recognise children's good behaviour. The work plan achieves notable results as the campus is imbued with positivity and care.
- 1.3 The school cares about the emotional changes of the newly admitted children. It arranges flexible daily schedule during the adaptation period to enable them to know about and integrate into school life as soon as possible. There is a clear mechanism

to help teachers identify and follow up on children's needs. The school also makes good use of external professional resources to provide support and care services for parents and children. The school values home-school cooperation and employs different channels to communicate with parents. It recruits parents as volunteers and exploits their expertise in conducting theme-related activities, such as inviting parent who is hair stylist to school to demonstrate hair cutting, to enrich children's learning experiences. Parents trust and support the school. They are willing to participate in parent-child activities and maintain a good relationship with the school. Home and school work together to cater for children's developmental needs.

2. Learning and Teaching

- 2.1 The school makes reference to the *Kindergarten Education Curriculum Guide* and the teaching packages to plan its integrated curriculum using themes that are related to children's life experiences. It also includes picture books as teaching materials and utilises elements like storylines and characters in formulating corresponding teaching content to arouse children's interest in learning. The curriculum content is comprehensive and balanced, addressing cultivating attitudes and acquiring skills and knowledge. The school arranges a balanced daily schedule for children to have sufficient time for free choice, music, physical and art activities. However, during the kindergarten-primary transition programme, some of the language learning content and homework are rather difficult. The school must remove such content and homework.
- 2.2 The school enlists community resources to arrange different activities to enrich children's learning experiences. For instance, it organises activities outside the school, including public transportation rides, community study tours and visits, to raise children's interest in thematic learning. Moreover, through activities like exploration of Chinese pastries, the school enhances children's understanding of traditional culture and cultivates their sense of national identity.
- 2.3 The school assesses children's learning and development continuously through daily observation. The assessment content is in line with the curriculum objectives. The school keeps various types of assessment records and children's works in children's learning portfolios to serve as evidence of children's growth. Observation records, along with descriptions, help parents get a solid grasp of children's development. There is parents' feedback in the learning portfolios to

encourage parents to express their views on children's development and growth. Thus, home and school cooperate in promoting children's growth.

- 2.4 The management leads teachers to plan the curriculum outline. They discuss teaching content and activity arrangements in collaborative lesson planning meetings. They put effort into infusing the learning elements of values and emotional education into the curriculum so as to cultivate good attitudes in children. Through scrutinising curriculum documents and conducting classroom walkthroughs, the management keeps abreast of and monitors the curriculum implementation as well as giving timely guidance to teachers. Teachers reflect on different activities regularly. They review children's learning effectiveness and then adjust the teaching process. The management is required to lead teachers to analyse children's assessment information and actual performance to evaluate and make suggestions for improvement from different perspectives, such as the activity modes, environment set-up and teaching skills, with an aim to further enhance teachers' reflection skills and teaching effectiveness.
- 2.5 The school has regarded promoting positive education as its major concern in these two years. It brings in external support to arrange training for teachers. Teachers apply what they have learnt and tie in with the themes to design activities. For example, they encourage children to recycle plastic bottles in order to let children learn about and do good deeds. When children fail to complete a task, teachers always motivate them to try again and guide them to find solutions, building the courage to face failures as well as an attitude of positivity and optimism in children. The school provides opportunities for children to demonstrate their strengths every Friday. As observed, there was a wide range of performances, including dynamic and static ones. Children put effort into preparation and brought their props and costumes. They performed devotedly, showing self-confidence.
- 2.6 The school utilises corridors and walls to display children's works and activity photos for children's mutual appreciation while strengthening their sense of belonging to the school. Teachers decorate learning corners based on the themes and learning progress, facilitating children to consolidate their learning through play. In the art corner, children create with an array of materials and tools. Their works are distinctive and creative. There are plentiful materials in the exploratory corner for children to manipulate. Teachers may adjust the corner design in accordance with children's performance in the corners and their interests to sustain their learning motivation. Teachers observe children's activities and render guidance and

assistance as needed. During the review sessions, teachers arrange for children to give an overview of their learning experiences of the day. Teachers are recommended to set review foci and guide children to share their findings and thoughts about the games in order to consolidate and extend children's learning.

- 2.7 Teachers are kind and patient. They often give concrete praises to children to reinforce their good behaviour. Children have good social development. They are warm, respectful and courteous. They get along with peers, helping and caring for one another. Teachers are well prepared for teaching. They make good use of photos, real objects and real-life scenarios to help children understand the learning content. Teachers demonstrate clearly and speak articulately when teaching. They ask questions from time to time to increase children's participation and stimulate their interest in learning. Different types of music activities, such as singing, performing rhythmic movements and playing musical instruments, are arranged in an orderly manner and the activity objectives are appropriate. During physical activities, a great variety of physical equipment is provided for children to design various ways of games through exploring and combining different equipment. Children love taking part in physical activities and creating games together. There is an adequate amount of exercise to foster the development of their body coordination.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The school has established a self-evaluation mechanism. The management is required to further strengthen its supervisory role and lead teachers to make good use of the assessment information and children's actual performance to verify the effectiveness of the work plan as well as reviewing teaching and adjusting the curriculum, hence promoting the school's continuous development. Besides, the school must remove the inappropriate learning content of K3 during the period of the kindergarten-primary transition programme so as to meet children's abilities and developmental needs.
- 3.2 The school provides teachers with training information and supports them to pursue further studies. The management is advised to utilise the appraisal information to a greater extent to devise specific training plans based on the team's needs and enhance the team's professional competence in a focused manner, thereby further strengthening the effectiveness of learning and teaching.