

School No.: 156795

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

**St. Matthias' Church Chiu Chun Kindergarten**

**9 Ma Miu Road, Yuen Long, New Territories**

**4, 8, 9 & 11 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: 4, 8, 9 & 11 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 management has served the school for years and communicated with the team through different channels to support each other. Newly recruited teachers attend the induction programme of the organisation to understand various school work. The school provides demonstration lessons to help the new teachers learn about its learning and teaching strategies. Such arrangement is appropriate. To keep pace with the major concerns and needs for professional growth, teachers take part in various training to sharpen their skills in teaching and taking care of children. The appraisal system of the school is clear, with explicit assessment criteria. Teachers understand and try their best to meet the expectations of the management for enhancing the work effectiveness.
- 1.2 The self-evaluation work of the school includes keeping track of the implementation of the major concerns, and conducting mid-term and year-end reviews. In this school year, the school regards deepening children's understanding of Chinese culture, enhancing children's interest in learning English and promoting home-school communication as its major concerns. The school employs strategies such as teacher training, parent education activities, provision of additional resources and designing learning activities to deliver the work plans. These plans are implemented in a step-by-step manner.
- 1.3 The team accepts and cares about children with diverse needs. A clear identification and referral mechanism is in place and the team takes the lead to contact parents for providing support to children in need. The school caters for the need of the newly admitted children by progressively extending their school time so that they can adapt to the school life. In respect of the interface between kindergarten and primary education, the school arranges primary school visits for parents and holds talks to let them understand how to get their child psychologically prepared for transition to primary school. In connection with the major concerns, the school cares about parents' needs and sets up a wide range of communication channels, including social

media, to strengthen the liaison with parents. In the previous school year, the school held an array of talks and workshops on parent education to allow parents to learn about the developmental needs of children, yielding positive results. Moreover, the school jointly organises parent education activities with the organisation and trains parent volunteers to promote home-school cooperation.

## **2. Learning and Teaching**

2.1 With reference to the teaching packages, the school organises its curriculum using themes. The curriculum content covers all learning areas. Teachers arrange different activities like visits and celebrations of festivals according to children's interests to enrich their learning experiences. With the aim of deepening children's understanding of Chinese culture, the school gradually introduces the relevant learning materials including Chinese fables, Chinese music and aerospace technology of the country. In tandem, a National Day week is held for children to know about landmarks of China, Chinese dance and enjoy Kung-fu performance. By conducting the national flag raising ceremony on a regular basis, children gain knowledge of the national flag and national anthem to nurture their sense of national identity from an early age. The school attaches importance to the cultivation of positive values in children. Teachers formulate the foci of moral education and let children learn about attitudes like being grateful, cherishing everything, and willing to share through morning assemblies, learning activities and so forth. The school is advised to strengthen the connection between some of the moral education activities and the learning themes so as to further enhance the effectiveness. Regarding the daily schedule, children are given sufficient time for music, physical, art and free choice activities every day. However, during primary one simulation activity week, K3 children have to learn by subjects and their daily schedule is not balanced. Such situation needs to be improved. In recent years, the school has been refining the homework design, but it must revise some of the content of K3 homework in the second school term as they are rather difficult and inappropriate for children's developmental needs.

2.2 The school devises the child assessment content that ties in with the curriculum objectives and children's development. It adopts continuous observation to assess children's performance in all learning areas. The school distributes children's learning portfolios which include observation records, work analysis and other

information to parents regularly and renders proper suggestions for parents' reference. The school also invites parents to assess children at the end of a school term. Yet, there are jargons in some assessment items and the assessment content is inappropriate. Parents may not be able to understand. Therefore, the school must abandon such practice. Furthermore, the school has begun to collate the child assessment information since last school year, but has not followed up and made use of the relevant information. The school is advised to use the aforementioned information to inform curriculum planning and review the effectiveness of the major concerns.

- 2.3 The management attends meetings to have collaborative lesson planning and evaluate the teaching effectiveness with teachers of each grade level. It understands and follows up on the curriculum implementation by conducting classroom walkthroughs and scrutinising curriculum documents. Nevertheless, teachers mostly describe children's performance and seldom analyse or make effective suggestions in their teaching reflection. The management may lead teachers to review and take further actions on aspects such as activity design and appropriateness of the learning content with regard to children's learning while adjusting teaching strategies or activity objectives as needed so as to enhance the effectiveness of learning and teaching in an ongoing manner.
- 2.4 Teachers design corner activities that are in line with the learning themes. They utilise the wall space to set up interesting language and mathematics games. Meanwhile, plentiful toys and self-made teaching aids are available for children to consolidate what they have learnt through manipulation and interaction. In connection with the major concerns, teachers design fun-filled English activities so that children can interact with teachers during play and build their confidence in English speaking and listening. The school has followed up on the recommendations of the previous Quality Review to improve the design of exploratory corner. At present, children can do a number of simple experiments in the exploratory corners including observing bottles of different shapes rolling down a slope, adding various amount of water to clay for comparing the changes in the clay texture. These activities help cultivate children's willingness to embrace new things and exploratory spirit. In the role-play zone, children imitate cabin crews serving passengers food or shop for accessories in a simulated store. They work together to exploit their imagination, showing good social and language development through interactions. Children also enjoy making collage and drawing in the art

zone, or construct building blocks in the construction zone to demonstrate their creativity. Teachers observe children's performance and offer timely support. Some teachers play with children and try to let children recall their learning of the day or play experiences. Nonetheless, children might miss the review session as they have to take the school buses. In additions, most of the children are not accustomed to sharing their thoughts. Teachers are recommended to improve the arrangement and guide children to extend their play experiences so as to inspire their learning. There are computers in some classrooms for children to play games or watch videos during free choice activity sessions. However, it is observed that teachers did not give guidance and supervision to children and the distances between children's eyes and the screens were too short. The school is advised to evaluate the needs for providing computers during free choice activity sessions to enhance the effectiveness of free choice activities.

2.5 Teachers prepare well for teaching. They put much effort into preparing teaching materials and facilitate teaching with pictures, real objects, etc. Teachers ask questions to stimulate children to express and share their views, but some questions are beyond children's cognitive ability and life experiences, and they find it difficult to respond. Teachers may design suitable questions in light of children's prior experiences and knowledge, or change the approach to conduct diversified activities and tasks with a view to increasing the confidence of children in classroom participation and learning. Teachers lead learning activities according to the prescriptive teaching steps. Still, they could pay attention to and follow up on children's performance to adjust the pace of teaching when necessary in order to make the activities more effective. During music activities, teachers guide children to unleash their creativity by moving their bodies to the melodies, rhythms and lyrics, and children are having a great time. In physical activities, children of some classes create their own games with physical equipment, which is conducive to nurturing a spirit of active exploration. Having said that, some of the physical activities that teachers designed are too simple and fail to maintain children's continuous participation. Team members may exchange ideas and learn from one another to improve the design of physical activities.

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

3.1 The school's existing practice of forming new task groups to handle new tasks results

in increasing numbers of task groups and their hierarchy is not clear, which is unfavourable for the planning and implementation of work as well as undermining the flexible use and allocation of resources. The management is advised to integrate the task groups based on the school's present needs while taking up a coordinating role to demonstrate its leadership and steer the team to drive the school forward continuously.

- 3.2 The management must follow up on the recommendations of the previous Quality Review to lead the staff to grasp the skills in devising work plans. Apart from formulating major concerns according to the curriculum development trends or the resources received, it is advised to analyse the school-based needs with reference to the information gained from stakeholders' surveys, child assessments and curriculum reviews, thereby mapping out the school-based development direction to foster the schools' advancement.
- 3.3 The management is required to strengthen its curriculum leadership to guide the team to review the daily schedule of primary one simulation activity week and remove the inappropriate homework as well as the arrangements of involving parents to assess children. Besides, it is necessary for the management to enhance teachers' reflective practice and make good use of the child assessment information to inform curriculum planning.
- 3.4 The school is gradually improving its communication with parents and carrying out parent education activities. It may consider strengthening home-school cooperation by resuming parent lesson observation, establishing parent-teacher association and so forth to build a closer partnership with parents. Additionally, the school is advised to focus more on children with different linguistic and cultural backgrounds when formulating care and support strategies so as to facilitate children's healthy growth.