

學校編號：312134

質素評核報告

天主教聖伯多祿幼稚園

香港石排灣邨碧輝樓地下 3 號

二零二零年一月六日、七日及九日

教育局
幼稚園視學組

香港特別行政區政府
教育局（2020）

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質素評核日期：二零二零年一月六日、七日及九日

學校通過質素評核

學校不通過質素評核

學校的表現

1. 推動學校持續發展

- 1.1 學校的管理架構清晰，管理層協力統籌行政、課程、宗教及家長事務，帶領團隊推展各項工作，又因應教師的經驗和長處，給他們編排教學崗位和功能小組的職務，讓各成員有機會參與學校事務的策劃和檢討，賦權展能；資深教師藉與新入職教師協作，分享校本課程的理念和教學經驗，有助建立穩定和具歸屬感的團隊。管理層通過不同的渠道了解教師的需要，為他們提供支援，並能配合發展計劃，恰當運用資源，規劃教師培訓活動。教學團隊各司其職，坦誠表達意見，亦樂意在校內分享所學，促進專業成長。團隊努力求進，是學校發展的重要基礎。
- 1.2 學校跟進上次質素評核的建議，改善區角的設計，加強教學中的師生互動，能提高兒童學習的成效。學校認同自評理念，已建立明確機制檢討工作效能，且按日常運作及課程發展需要設立功能小組，協助落實各項發展工作，也有利管理層監察和評鑑發展計劃。團隊參考兒童評估、教學檢討等資料，共商共議，提出改善課程的具體方案。上學年，學校以提升兒童的語文能力為關注事項，引入專業支援、運用家長資源推動朗讀圖書活動、設計遊戲增加兒童口語表達機會等，能加強兒童語言表達的能力和自信心，計劃成效不俗。管理層能配合幼稚園發展趨勢和辦學機構的理念，並考慮持份者的需要，帶領團隊按優次訂定發展計劃，為計劃擬定明確目標，部署多元化的策略。本學年學校在課程發展的基礎上，推展以遊戲促進兒童主動學習的發展計劃，成效初見。

- 1.3 學校通過各種渠道為兒童提供適切的照顧及支援，讓他們在愉快和關愛的校園中健康成長。學校為有不同需要的兒童運用外間的支援服務，教師則持續進修，以及與支援人員進行跨專業協作，深化對兒童多元需要的認識。在幼小銜接方面，學校為家長提供選校資訊外，又與機構屬下小學合辦小一模擬活動，為兒童提供升小的心理和情緒預備，並促進小學和幼稚園教師的交流，增加彼此對兩個學習階段課程的認識。學校與家長緊密溝通，定期安排家長講座、興趣活動和觀課活動等，幫助他們了解學校願景和課程特色，以及提升他們與子女溝通的技巧，增強親職效能。家長支持學校，樂意擔任義工和參與親子活動，家校合作攜手培育兒童成長。

2. 學與教

- 2.1 學校參考教材套編擬課程，因應兒童的生活經驗選取合適的內容，以主題作綜合設計，內容涵蓋不同學習範疇。學校貫徹辦學機構的核心價值，重視兒童的靈育和德育發展，近年制定發展計劃，通過主題教學、環保和關懷社區等活動，讓兒童從多元化的學習經驗，培養關愛、承擔、尊重生命等正面的價值觀和態度。各級的進度編排具層次。學校持續檢視課業設計，近年着意減少低、高班的抄寫量，方向正確，惟高班部分教學和課業內容較深，未能切合兒童能力，須作改善。
- 2.2 學校已跟進上次質素評核的建議，每天為兒童安排足夠的音樂和體能活動時間。然而，各班兒童於周五及全日班兒童每天的自選活動機會仍嫌不足，學校尚須改善日程安排，以確保兒童每天有足夠的自主學習機會，使能發展兒童多方面的興趣和能力。
- 2.3 學校的兒童學習經驗評估有周詳規劃，能配合課程目標制定評估內容和具體的準則，有助教師持續和客觀地觀察和記錄兒童的學習情

況。學校將兒童的作品、教師觀察兒童的記錄等，保存在學習歷程檔案，從多方面佐證兒童的成長。教師於學期完結時，亦會綜合各類評估資料，總結兒童在不同階段的表現。學校適時向家長派發學習評估結果，讓他們了解子女的學習和發展進程，並參考評估資料，跟進個別兒童的學習需要，以及回饋學與教。

- 2.4 學校已建立妥善的課程統籌、監察和檢討機制。管理層帶領教師共同編擬課程大綱，能協調各級的教學進度，確保課程的螺旋發展。在主題開展前，教師參考上學年檢討所得，藉共同備課，商討主題的教學活動設計和區角設置，適時提出改善建議。管理層通過審閱文件和巡課，監察課程的推行，適時給予教師教學支援。教師參考兒童表現檢討教學，反思活動設計的成效。學校團隊能藉討論和反思，辨識課程發展的需要，規劃年度發展工作，推動學校課程進步。
- 2.5 本學年，學校以創設遊戲促進兒童主動學習為關注事項，靈活運用大堂、走廊、唱遊室等，配合主題設計區角活動。教師提供多樣的物料和用具，設計多元化的遊戲，讓兒童參與綜合不同學習範疇知識和技能的遊戲。部分遊戲更有多種的玩法，能達共享資源的效果，也讓不同班級的兒童按自己的能力和已有知識進行遊戲，提升自主學習的興趣。兒童熟悉入角常規，會按自己的喜好規劃到不同區角。他們樂於嘗試不同的遊戲，挑戰自己，也喜歡在美藝區，與教師一起創作。教師適時指導、介入兒童的遊戲，並與他們總結學習經驗，讓他們分享想法和感受。
- 2.6 學校深化上學年提升兒童語言能力的發展經驗，教師悉心規劃語文活動，在早、午會時段編排富趣味的集體遊戲和親子朗讀活動，增加兒童聆聽和表達的機會。兒童專心聆聽教師的指示，並能恰當地回應，理解能力不俗。他們樂意分享，說話清晰又具自信。教師利用大堂的模擬角讓兒童進行英語遊戲，能為他們創設生活化和豐富

的語文環境。觀察所見，低、高班投入角色扮演，在模仿買賣雪糕和壽司的情境時，自然地運用簡單的英語與同伴溝通。教師在兒童遊戲中作語言示範，鼓勵兒童說英語，活動氣氛輕鬆愉快。

2.7 教師團隊有良好的協作，能傳承課程發展的經驗，提升教學效能。他們有充足的教學準備，會以圖片、教具和生活化的例子教學，讓兒童易於理解所學。教師有良好的傳意技巧，講解清晰，又能運用提問，激發兒童作進一步思考，鼓勵他們分享。體能活動時，教師除為兒童安排技巧訓練外，亦會讓兒童選取不同的體能用具，自行創設遊戲玩法。兒童投入其中，與同伴一起享受體能活動的樂趣。教師接納兒童的多樣性，給予個別指導外，也會因應他們的進度調適課業內容，並鼓勵兒童互相幫助，營造彼此接納、和諧共融的校園氛圍。

2.8 兒童有禮守規，會主動與人打招呼，又樂意依循教師的指示，有秩序地進行活動。他們踴躍回答問題，也耐心聆聽同伴的分享，給予同伴讚賞和支持。非華語兒童投入課堂互動，與教師和友伴相處融洽，且能以簡單粵語交談。兒童吃茶點時能自行斟水和以夾子夾取食物；完成活動後又會自覺地將物料收拾妥當，自理能力發展不俗。

3. 促進學校自我完善的建議

學校有明確的自評機制，能依據發展的基礎檢視校情，制定未來的發展計劃，團隊已建立共同願景，推動學校持續進步。在此基礎上，管理層尚須帶領團隊發揮專業能量，改善日程安排和修訂高班部分較艱深的課程內容，確保學校課程均衡和適切，以及促進兒童學習和全面的發展。

School No.: 312134

Quality Review Report (Translated Version)

St. Peter's Catholic Kindergarten

Unit 3, G/F, Pik Fai House, Shek Pai Wan Estate, Hong Kong

6, 7 & 9 January 2020

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region (2020)

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Dates of Quality Review: 6, 7 & 9 January 2020

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 has a clear management structure. The management coordinates matters related to administration, curriculum, religion and parents collaboratively. It leads the team to implement various work, while allocating teaching positions for teachers and arranging them to take up roles in task groups according to their experience and strengths, so that the potential of each member is exploited in their participation in the planning and review of school matters. Experienced teachers share with the new recruits the rationale of the school-based curriculum and their teaching experience through peer collaboration, which helps build a stable team with a sense of belonging to the school. The management understands teachers' needs through different channels and provides support to them. It also utilises resources aptly for planning teacher training activities to tie in with the school's development plans. The teaching team discharges its duties properly. Team members express their opinions candidly and are willing to share what they have learnt to foster their professional development. The team strives to make progress, laying an important foundation for the school development.
- 1.2 The school has followed up the recommendations of the previous Quality Review (QR). It has improved the corner design and strengthened teacher-child interaction in activities, so as to improve the learning effectiveness of children. The school consents to the rationale of school self-evaluation (SSE). It has established a clear mechanism to review its work effectiveness. It has also set up task groups in accordance with the needs of its daily operation and curriculum development to assist in implementing various development work, and help the management monitor and evaluate the development plans. The team discusses together and puts forward concrete plans for improving the curriculum with reference to the evaluation results including children's assessment information and teaching reviews. Last school year, the school took enhancing children's language ability as the major concern. It brought in professional support, utilised parent resources to promote read-aloud

activities, and design games to provide children with more opportunities to express themselves verbally, thereby boosting children's language expression ability and self-confidence. The effectiveness of the plan is well observed. The management is able to keep abreast of the latest development of kindergarten education and the rationale of the sponsoring body, with stakeholders' needs taken into account as well while leading the team to formulate and prioritise the development plans. It has set up specific objectives for the plans and deployed diversified strategies. Building on the foundation of curriculum development, the school regards promoting play to facilitate children's active learning as the development plan in this school year. The effectiveness is seen initially.

- 1.3 The school provides suitable care and support services for children through various channels, enabling them to grow up healthily in a joyful and caring campus. To cater for children with different needs, the school taps external support services. In addition, teachers pursue further studies in relevant areas and foster interdisciplinary collaboration with the supporting team, with a view to deepening their understanding of children's diverse needs. With respect to the kindergarten-primary transition, the school not only provides parents with information about choosing primary schools, but also co-organises primary one simulated activities with primary schools that are under the sponsoring body. In this way, the school can get children psychologically and emotionally prepared for their promotion to primary one, while fostering the exchange between kindergarten and primary school teachers on their understanding of the curricula at the two learning stages. The school maintains close communication with parents. It organises parent seminars, interest classes and lesson observation activities for parents regularly to help them get a better grasp of the school's vision and curriculum features, as well as strengthening their parenting competence through enhancing their communication skills with children. Parents support the school. They are willing to serve as volunteers and take part in parent-child activities, joining hands with the school to foster children's growth.

2. Learning and Teaching

- 2.1 The school designs a theme-based integrated curriculum by making reference to the teaching packages, with appropriate content that covers all learning areas selected in accordance with children's life experiences. The school adheres to the core values of the sponsoring body and attaches great importance to children's spiritual and

moral development. It has formulated the development plans and arranged activities such as thematic teaching, environmental protection and caring for the community in recent years, with a view to nurturing children's positive values and attitudes such as caring for others, bearing responsibility and respecting life through diversified learning experiences. The teaching schedule for each grade level is well organised that enables progression for all children. The school keeps reviewing the homework design that the frequency of mechanical copying for K2 and K3 has been reduced in recent years, which heads in the right direction. However, some of the teaching content and homework for K3 is rather difficult which cannot meet children's abilities. The school must make improvement accordingly.

- 2.2 The school has followed up the recommendations of the previous QR to provide sufficient music and physical activities for children daily. However, the time for free choice activities for each class on Friday and for the whole-day classes on a daily basis is still insufficient. The school must modify the daily schedule to ensure that children can have adequate opportunities for self-directed learning every day, so as to develop their interests and abilities in various areas.
- 2.3 The school has a thorough planning on assessing children's learning experiences. It has formulated assessment items and concrete criteria in accordance with the curriculum goals, helping teachers observe and record children's learning progress continuously and objectively. The school keeps children's work, teachers' observation records of children, etc., in the learning portfolios as evidence for children's growth in different aspects. Upon completion of a school term, teachers summarise all assessment information to conclude children's performance in different developmental stages. The school informs parents of the assessment results in a timely manner so that they can understand their children's learning and development progress. It also follows up individual children's learning needs while informing the planning of learning and teaching with reference to the assessment information.
- 2.4 The school has established a sound mechanism of curriculum coordination, monitoring and review. The management leads teachers to devise the curriculum outline collaboratively, so that the teaching schedule of each grade level can be moderated to ensure the spiral development of the curriculum. Before the start of a theme, teachers make reference to the teaching reviews from last school year and discuss the design of thematic teaching activities and interest corners through collaborative lesson planning. They can give suggestions for improvement in good

time. The management monitors curriculum implementation and provides teachers with timely teaching support through scrutiny of the curriculum documents and classroom walkthroughs. Teachers review their teaching and reflect on the effectiveness of activity design in view of children's performance. The school team can identify the needs of curriculum development and plan the annual development work through discussion and reflection, so as to promote the advancement of the school curriculum.

- 2.5 This school year, the school identifies a major concern to design play activities to facilitate children's active learning. It makes use of the lobby, corridors and music room flexibly to design corner activities based on the teaching themes. Teachers provide various kinds of materials and tools while designing diversified games, enabling children to consolidate the knowledge and skills of different learning areas. Children may play in different ways in some games at the interest corners so that the resources can be shared among children from different classes effectively. In this connection, children may engage themselves in the games according to their own abilities and prior knowledge, with a view to enhancing their interest in self-directed learning. They are familiar with the routines of corner activities while they plan their corner activities according to their preferences. They are also keen on trying different games to challenge themselves, while creating artworks with teachers in the art corner. Teachers give guidance and intervene children's games in a timely manner. They help children consolidate their learning experience, enabling them to share their ideas and thoughts.
- 2.6 The school has deepened the experience gained in enhancing children's language ability from the development work of last school year. Teachers plan language activities meticulously such as arranging interesting group games and parent-child read-aloud activities during morning and afternoon assemblies, so that children can have more opportunities to listen and talk to the others. Children listen to teachers' instructions attentively and respond appropriately, demonstrating good comprehension ability. They are willing to share with others, and speak clearly with confidence. Teachers engage children in English imaginative play in the lobby, creating a real-life and language-rich environment for them. As observed, K2 and K3 children are engaged in role-playing. When imitating the scenarios of buying and selling ice-cream and sushi, they use simple English to communicate with peers naturally. Teachers give language demonstration during children's play, and encourage children to speak in English. The activities are filled with a relaxing and

joyful atmosphere.

- 2.7 The teaching team collaborates well, thus it is able to pass on the experience of curriculum development to enhance the teaching effectiveness. Teachers are well prepared for their teaching. They use pictures, teaching aids and real-life examples to facilitate children's understanding. Teachers have good communication skills. They present clearly and make use of questioning to stimulate children's thinking and encourage them to share with others. During physical activities, teachers not only arrange skills training for children, but also enable them to select different physical equipment to play with in their own ways. Children enjoy participating in physical activities with peers devotedly. Teachers accept children's diversity. They provide individual guidance to children and adjust the homework content according to the progress of their own. They also encourage children to help one another to create an accepting, harmonious and inclusive atmosphere on the campus.
- 2.8 Children observe rules and show courtesy. They would greet others spontaneously. They are also willing to follow teachers' instructions to engage in activities in good order. Children answer teachers' questions actively and listen to peers' sharing patiently, showing appreciation and support to peers. Non-Chinese speaking children are engaged in classroom interaction. They get along with teachers and peers, and chat in simple Cantonese. When having snacks, children pour water and get food by themselves. They also pack items properly of their own accord after activities, displaying good self-care abilities.

3. Recommendations for Enhancing Self-improvement of School

The school has a clear SSE mechanism. It is able to review the school context based on the foundation for development, in order to formulate the plans for future development. The team has built a shared vision to promote continuous progress of the school. Building on the foundation, the management should yet synergise team members' professional competence to improve the daily schedule and revise the difficult content in the K3 curriculum, thereby ensuring the provision of a balanced and appropriate curriculum to facilitate children's learning and all-round development.