

學校編號：532169

重點視學報告

聖安當幼稚園

九龍觀塘油塘道 1 號 1 樓 (不包括音樂室及禮堂)

二零二三年十一月十四日

教育局
幼稚園視學組

重點視學報告說明

本報告報道學校在「學與教」範疇的情況。

香港特別行政區政府
教育局

本報告可部分或全部翻印，但不得作商業或宣傳用途。翻印時必須說明出處。

1. 學校的表現

- 1.1 學校選取生活化的主題規劃綜合課程，內容涵蓋各個學習範疇，近年逐步加入更多國民教育的元素，幫助兒童認識國家和中華文化。教師運用故事、遊戲等多元策略帶出主題內容，又於每學期就兩個主題推行專題研習，按各級兒童的興趣擬訂學習內容和探索活動，着重提供真實情境和體驗機會，讓兒童從做中學，有助促進他們主動學習，發展解難、溝通和協作等能力。學校積極鼓勵家長參與子女的學習，設計與主題相關的親子小任務，又邀請家長義工到校為兒童講故事，協助教師帶領種植活動等，藉家校合作，協力為兒童提供豐富的學習經歷。
- 1.2 學校切實跟進上次質素評核的建議，配合兒童在不同年齡階段的發展，修訂兒童學習經驗評估的目標和內容，並制訂清晰的評估準則，客觀而具體地反映兒童在各學習範疇的表現。至於課業方面，學校安排幼兒班兒童執筆沿線寫字，而高班小一模擬活動期間部分語文和幼兒數學學習範疇的課業內容過深，須作修訂，以切合兒童的能力和需要。
- 1.3 學校善用校園環境為兒童布置活動空間，靈活運用小園圃安排種植活動，培育兒童尊重、珍惜和欣賞大自然的價值觀和態度；打造舒適的圖書室，吸引兒童閱讀，培養他們的閱讀興趣。教師利用走廊牆壁陳展各式各樣的兒童作品，設置具操作性的遊戲和教具，又於課室內放置豐富的實物材料，供兒童於自選活動時段進行探索。兒童通過觀察，認識不同水果的果核、米的種類或麪粉製品，又進行小實驗，探究番茄在水中的浮沉現象。他們尤其喜愛結伴到扮演角遊戲，如模仿美食店的廚師和收銀員與顧客的互動，兒童之間的對話真實有趣，展示了他們良好的群性發展及對學習內容的掌握。學校仍可改善圖工角的安排，添置美藝物料和用具，並提供更多機會

讓兒童自由創作，發揮創意。

- 1.4 教師用心設計生活化的活動，又着意運用實物作教具，如配合「食物」主題，讓兒童到小園圃種植馬鈴薯、學習洗米煮飯、嘗試將麩粉搓成麩團等。兒童投入在真實的學習環境中，對事物充滿好奇，通過親身操弄和探索獲得經驗和新知識。教師亦將主題學習元素滲入不同活動，如以農夫耕種、運送食物等情境作引入，與兒童進行相關的音樂和體能遊戲，又讓兒童用馬鈴薯塊製作印畫，或與家人創作親子食譜，促進兒童應用和延伸所學。教師觀察並適時協助兒童進行自選活動，樂於參與兒童的遊戲，尚可於活動後邀請兒童分享遊戲經歷和感受，幫助兒童整理學習。
- 1.5 學校的課程管理機制運作順暢。管理層通過審閱教學文件和參與課程會議，帶領教師規劃學習內容和活動，亦於巡課或觀課後給予教師具體意見，協助他們提升教學技巧。教師每天因應兒童表現反思教學安排，適時跟進兒童的學習。團隊在主題完結後及學期終共同檢討課程推展的整體效能，回饋下一步的策劃，持續改善學與教。

2. 促進學校持續發展的建議

學校近年不斷優化課程內容和活動設計，提高兒童的學習動機，幫助他們從體驗中培養價值觀和態度，建構知識和技能。惟學校須修正幼兒班執筆沿線寫字的安排及高班小一模擬活動期間過深的課業內容，以符合兒童的能力和需要。學校亦宜改善圖工角的設置，並讓兒童於自選活動時段有更多機會發揮創意，享受美藝創作的樂趣。

School No.: 532169

Focus Inspection Report (Translated Version)

St. Antonius Kindergarten

**1/F, 1 Yau Tong Road, Kwun Tong, Kowloon
(Excluding Music Room & Assembly Hall)**

14 November 2023

**Kindergarten Inspection Section
Education Bureau**

Notes to the Focus Inspection Report

This report gives an overview of the school's learning and teaching.

**Education Bureau
The Government of the Hong Kong Special Administrative Region**

This report can be reproduced in part or in whole, but should not be used for any commercial publicity. The original source should be cited when reproducing the report.

This English translation is for reference only. In case of discrepancy between the English version and the Chinese version, the Chinese version shall prevail.

1. School Performance

- 1.1 The school selects real-life themes to plan an integrated curriculum, the content of which covers all learning areas. In recent years, more elements of national education have been incorporated into the curriculum gradually to help children learn about our country and Chinese culture. Teachers adopt diversified strategies like making use of stories and games to bring out the thematic content. Besides, project learning is conducted on two themes every school term. Teachers devise the learning content and exploratory activities according to the interests of children at each grade level, focusing on providing them with authentic contexts and experiential opportunities for learning by doing, which are conducive to promoting children's active learning, problem-solving, communication and collaboration abilities. The school is keen on encouraging parents to be involved in their child's learning. Theme-related simple parent-child learning tasks are designed while parent volunteers are invited to the school to tell stories for children, assist teachers in leading planting activities and so forth. Through home-school cooperation, children are provided with enriched learning experiences.
- 1.2 The school has pragmatically followed up on the recommendations of the previous Quality Review by revising the objectives and content of the assessment of child learning experiences in consonance with children's development of different age groups. It has also formulated clear assessment criteria to objectively and concretely reflect children's performance in each learning area. Regarding homework, the school arranges for K1 children to trace and write. Some homework content in the Language and Early Childhood Mathematics learning areas for K3 children during the primary one simulation activities is too difficult. The school must make amendments so as to meet children's abilities and needs.
- 1.3 The school utilises its environment wisely to set up activity spaces for children. It

flexibly uses the small garden for planting activities to nurture the values and attitudes of respecting, treasuring and appreciating nature in children. The reading room is comfortably furnished to attract children to read and cultivate their interest in reading. On the corridor walls, teachers display various works of children while also creating manipulative games and teaching aids. They put plentiful real objects as materials in the classrooms for children's exploration during free choice activity sessions. Children learn about the seeds of different fruits and the types of rice or flour products through observation. They conduct simple experiments to explore the phenomenon of floating and sinking of tomatoes as well. In particular, children love to go to and play in the role-play corners together with peers, such as imitating the interactions between chefs, cashiers and customers in a cafeteria. Their conversation is realistic and interesting, showing their good social development and grasp of the learning content. The school may improve the arrangement of art and craft corners by adding art materials and tools and providing more opportunities for children to create freely, thereby unleashing their creativity.

- 1.4 Teachers design real-life activities meticulously and employ real objects as teaching aids purposefully. For instance, to be in line with the theme of food, they allow children to plant potatoes in the small garden, learn to rinse and cook rice and try kneading flour into dough. Children are engaged in an authentic learning environment and are curious about everything. They gain experiences and new knowledge through hands-on manipulation and exploration. Furthermore, teachers incorporate thematic learning elements into different activities, such as using the scenarios of farmers farming and transporting food as an introduction for carrying out relevant music and physical activities with children, letting children make potato print art or creating parent-child recipes with family members, in order to facilitate children to apply and extend what they have learnt. Teachers observe and render

timely assistance to children during free choice activities. They are willing to join in children's games. After the activities, teachers may invite children to share their play experiences and feelings to help children consolidate their learning.

- 1.5 The curriculum management mechanism of the school is in smooth operation. Through reviewing teaching documents and attending curriculum meetings, the management leads teachers to plan the learning content and activities. It also gives teachers concrete advice after conducting classroom walkthroughs and lesson observations to enable them to enhance their teaching skills. Teachers reflect on the teaching arrangements daily in light of children's performance and follow up on children's learning aptly. At the end of a theme and a school term, the team evaluates the overall effectiveness of curriculum implementation together to inform the planning of the next stage, improving learning and teaching continuously.

2. Recommendations for Fostering Sustainable Development of School

In recent years, the school has been refining the curriculum content and activity design to strengthen the learning motivation of children and help them cultivate values and attitudes as well as constructing knowledge and skills through experiences. Nonetheless, the school must rectify the arrangement of tracing and writing in K1 and the difficult homework content of K3 during primary one simulation activities so as to meet children's abilities and needs. Furthermore, the school may improve the setting of art and craft corners and increase the opportunities for children to unleash their creativity and enjoy the pleasure of art creation in free choice activity sessions.