

**School No.: 133787**

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

**Amoy College**

**14 Tin Kwong Road, Kowloon**

**11, 12 & 17 December 2019**

**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: 11, 12 & 17 December 2019**

- 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 clear administrative framework, constitution of the school management committee as well as policies and guidelines for its daily operation. The authorities and responsibilities of the team are well-defined and team members discharge their duties properly. The leadership team effectively monitors the school's operation through regular meetings, the principal's briefing on school matters, school visits, etc., and provides support in areas such as finance, maintenance of the school premises and teacher training. All these are favourable to the work of the school. The management keeps abreast of the trends of early childhood education. It arranges peer lesson observation and collaborative lesson planning for teachers to encourage professional exchange among themselves. Teachers communicate with and learn from one another to create a collaborative atmosphere. The school has started operation for about two years. With concerted effort and untiring diligence, the team has been developing a solid foundation for the development of the school.
- 1.2 The management leads teachers to uphold the school mission together. Formulating a school-based curriculum has been regarded as the school's major concern in these two school years. The school set fostering children to develop the attitude of caring for others via the promotion of religious education as its development focus in last school year. It reviewed the work effectiveness by means of school self-evaluation (SSE), then adjusted the strategies and objectives at the end of the school term. The school further encourages children to take action to care for others in this school year. Meanwhile, it addresses its condition of manpower restriction through SSE and gradually develops the school-based art activities which were launched last school year by incorporating them into its daily work. The school has established its SSE culture and reviews the effectiveness of its daily activities through meetings, questionnaires, etc., which enables the school to move forward.
- 1.3 The school attaches great importance to the communication with parents. It informs parents of their children's school life through notices, monthly calendars, etc. It

also uses student handbooks to share the information of children's growth with parents as well as organises lesson observation and parent-child activities for parents to understand and participate in their children's learning. The school pays attention to children's diverse needs. It systematically arranges adaptation activities for newly admitted children so that they can adjust themselves to school life in a step-by-step manner. In addition, the school brings in community resources progressively to assist in children with special needs. The school cares about children's development and supports their needs through diversified means. It is recognised by the parents.

## **2. Learning and Teaching**

- 2.1 The school makes reference to the teaching packages to design its curriculum by adopting an integrated curriculum approach with themes. The curriculum is comprehensive and appropriate. It covers all learning areas and caters for children's abilities. The school arranges a balanced daily schedule for children to have sufficient music, physical, art and free choice activities every day. It also organises experiential activities including visits, interviews and imaginative play in alignment with themes for children, so as to deepen their understanding of the themes. The school conducts project activities according to children's interests every year. It enables children to understand the content of the project activities in greater depth through collecting information, discussion and so forth. In addition, the school encourages parents to take part in parent-child activities with children, such as collecting theme-related items and making snacks, which effectively consolidates and extends children's learning.
- 2.2 The school puts in place an appropriate assessment system to understand and assess children's performance through continuous observation and record-keeping. Teachers reflect children's learning by using assessment forms and observation records. They analyse children's assessment information every school term to summarise children's development in different stages. Meanwhile, they distribute the assessment information to parents in a timely manner as well as meeting with parents to inform them of their children's learning progress and provide them with concrete suggestions on facilitating children's growth. The school formulates child learning assessment items corresponding to the teaching content and objectives. It also makes good use of the assessment information to review the effectiveness of learning and teaching in order to inform curriculum planning.

- 2.3 The school has established a mechanism of curriculum coordination, monitoring and review. Through attending meetings, scrutinising documents and classroom walkthroughs, the management understands the implementation of its curriculum and provides teachers with appropriate suggestions. The teaching team reflects on its teaching promptly and adjusts the teaching content flexibly when necessary. It also reviews and improves the teaching arrangement collaboratively based on themes so as to inform the curriculum. The management steers teachers to devise the curriculum outline and teaching plans. However, only description of the activity arrangement is mentioned in some of the learning objectives. The school should draw up clear objectives and plan concrete learning progress of children, so as to review the teaching arrangement and the coherence of the curriculum in different grade levels. In addition, the learning objectives and teaching procedures for art activities are not stated in the teaching plans. It is necessary for the school to make improvement and help teachers implement and review relevant activities, with a view to fostering children's development in various areas.
- 2.4 The school values the cultivation of children's morals and has set this as the major concern for two consecutive school years. The school makes use of different strategies to help children learn to be grateful and care for others. Through leading children to share their daily events and news during morning assemblies, the teaching team guides them to take note of and show care for people in need in their surroundings and society and pray for them. There is a praying corner in the classroom for children to express their care and gratitude through drawing, such as caring about pregnant parents and peers who are sick and thanking families for taking care of themselves. After reviewing the plan of last school year, the school provides more opportunities for children to share their feelings during morning assemblies. It also makes improvement by changing the set-up of the praying corner from displaying biblical stories and verses to enabling children to make greeting cards and take part in games related to morals. Starting from this school year, the school assigns children to be the "Caring Ambassador" on a rotational basis. Children greet peers and parents who arrive at school in the morning, taking action to show care for others. Children are polite. Under the guidance of teachers, they can generally give examples of things or people that they are grateful for or concerned about in their sharing. The effectiveness of the plan has been observed. The school may continuously explore the connection between the implementation strategies and thematic activities, so that teachers can keep cultivating children's

good morals in daily activities.

- 2.5 Another major concern of the school for the last school year was facilitating children's creativity and expression ability through art and music activities. A teacher who has received art training is responsible for leading other teachers to design activities and provide various art materials for children. Children create artworks alone or with peers collaboratively by means of collage, drawing, rubbing, etc. Teachers decorate the campus with children's colourful artworks for them to appreciate one another. Meanwhile, they encourage children to express themselves verbally and record their ideas of creation by using simple text description. In this way, teachers and parents can understand children's thoughts from multiple perspectives. Children show interest in art activities. They take the initiative to create freely in the interest corners and enjoy the fun. Moreover, when planning the curriculum, the school arranges different music elements for children to express their emotions through singing, performing rhythmic movements and playing percussion instruments. Teachers also encourage children to create new words and actions to songs in order to unleash their creativity. The school places emphasis on children's whole-person development. It assists children in developing their creative minds and enhancing their expression ability through arts, which heads in the right direction. Currently, the school enables teachers to exchange their experience in conducting activities with one another through peer lesson observation. It may further arrange related training to strengthen teachers' professional competence, so that the preset effectiveness can be attained in a more effective way.
- 2.6 The school premises are bright and spacious for children to take part in different learning activities. The interest corners in the classroom are clearly divided where diversified materials are placed in an orderly manner to facilitate children's self-directed learning. The school makes good use of the corridors outside the classroom to plant flowers as well as raise tortoises and ants for children to take care of and observe, thereby enhancing their opportunities to get in touch with animals and plants. In addition, teachers set up a variety of corners for children to explore and create by using natural materials such as water, shells and stones. Teachers encourage children to engage in corner activities according to their individual plans each day. After activities, they guide children to share the fun and their thoughts generated during activities, with a view to helping them learn self-management skills and facilitating their active learning.
- 2.7 Teachers are kind and friendly. They develop a good rapport with children.

Teachers cater for children's learning needs and provide individual guidance to children when needed. Teachers have clear and good presentation skills. They stimulate children's learning interests through stories and games. While guiding children to think with questions, teachers listen to their sharing with patience. They also arrange children to take part in group discussion when necessary to increase the opportunities for children to express themselves verbally.

- 2.8 Children learn actively and are keen on participating in activities. They enjoy playing and chatting with peers, demonstrating good social development. Children can put on and take off shoes on their own. They put back items after activities and learn to pack quilts after afternoon nap. They have good self-care abilities. Children are familiar with the rules of activities, can follow teachers' instructions to queue up when switching to another activity and show courtesy to others, displaying good routine training and attitude of treating others.

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

- 3.1 The school can continuously improve its daily operation and the quality of learning and teaching through SSE. As the school operates day by day, it may further devise its development directions by making reference to children's performance, and keep formulating the major concerns according to priority, thereby responding to its current needs. In the meantime, the school may review the design of the curriculum and teaching plans to facilitate the implementation and evaluation of the activities. It may also strengthen teacher training progressively to build the foundation for forming a learning community in the school.
- 3.2 The school is in smooth progress in every aspect. The review team agrees that it may continue to reinforce the liaison with external organisations and tap community resources to support the implementation of school activities. In view of the increasing number of headcount, the school may also empower teachers to assist in promoting parent education in good time so as to enhance the parenting competence in an ongoing manner. In this connection, teachers and parents can foster children's growth collaboratively by strengthening home-school cooperation.