

School No.: 158062

Quality Review Report (Translated Version)

Hong Kong Taoist Association Yuen Yuen Kindergarten (Fu Shin Estate)

G/F, Shin Mei House, Fu Shin Estate, Tai Po, New Territories

4, 5 & 7 November 2025

**Kindergarten Inspection Section
Education Bureau**

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.

Dates of Quality Review: 4, 5 & 7 November 2025

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 arranges meetings for the leadership team to keep abreast of the daily operation so that the team can receive adequate support. The school also has close communication with the affiliated schools of the organisation. They co-organise teacher training, large scale activities and parent education seminars to share their experience and teaching resources. The school has explicit guidelines, to help its staff grasp work procedures, ensuring smooth implementation of various tasks. The management has served the school for years and understands the school culture well. It deploys posts in light of the experience and strengths of the team, and assigns experienced teachers to help new members follow up on school affairs, so that they can get familiar with the routine work. The school exploits resources from the organisation and external bodies to arrange training activities including non-local exchanges and experience sharing sessions. It also facilitates teachers to observe and learn from one another through peer lesson observations, strengthening the professional competence of the team. The school has a clear appraisal system and encourage staff to reflect on themselves in a column of the evaluation report, which helps them set their own development goals. Teachers have built a rapport and promote the advancement of the school with concerted efforts.
- 1.2 The school recognises the rationale of school self-evaluation (SSE) and adopts a whole-school approach to all staff of the school reviewing the work effectiveness, jointly setting the annual development direction. Last school year, the school took

facilitating children's exploratory spirit as its major concern. It introduced support services to train teachers, strengthened the exploratory elements of activities in some classes, and invited parents to help collect items so that children could use suitable materials for exploration and experimentation. The school attaches importance to moral education, which was another major concern last school year. It conducted a trial run in some grade levels. Teachers participating in the support programme used positive classroom management skills, and through an award scheme, encouraged children to practise good behaviour at home, nurturing positive values in children. Building on the foundation of last school year, the school continues to take nurturing children's virtues as the development focus of this school year. It sustains the effective strategies and expands them to a whole-school level to enhance the effectiveness of the initiative.

- 1.3 The school effectively identifies and refers children with special needs so that they can receive appropriate follow-up. The team adopts various measures to support non-Chinese speaking (NCS) children. For instance, it sets up a language group to create more opportunities for NCS children to learn Chinese, and provides English versions of school notices to inform NCS parents of their children's school life. The school organises parent-child adaptation activities and gradually increases school hours for newly admitted children. Meanwhile, K3 children are arranged to visit primary schools, strategically helping them get familiar with the new learning environment. The school ties in with the needs of parents to plan educational activities on a variety of topics, enriching their knowledge of children's physical and psychological development and positive parenting, thus enhancing their parenting competence. The parent-teacher association often holds interest activities, which helps build friendly relationship among parents. Parent volunteers assist with preparing materials for activities, taking care of children during visits, etc. The

school joins hands with parents to nurture children to grow happily.

2. Learning and Teaching

- 2.1 With reference to different teaching packages and picture books, the school devises a school-based curriculum covering various learning areas with real-life themes. Adhering to the school mission, the school is active in advancing children's moral development. The team designs teaching materials jointly with the affiliated schools of the organisation. Teachers adopt positive teaching strategies at school to foster children's traditional virtues and positive values. Additionally, the school places great emphasis on promoting national education by exposing children to Chinese culture through multiple channels. For example, elements of Chinese arts are incorporated into the curriculum of all grade levels, and parent-child festive activities are held for children to understand traditional art and festival customs. The school has established a child flag-guard team and conducts the national flag raising ceremony on Mondays to develop children's sense of national identity. Children have opportunities to take part in music, physical, art and free choice activities every day. They also gain rich learning experiences through outdoor visits and experiential activities. The school is required to remove the inappropriate content in the Language learning area for all grade levels, as well as the difficult homework in Language and Early Childhood Mathematics for K3 children. It must also systematically plan the music and physical activities in the afternoon session for whole-day classes to cater for the developmental needs of children.
- 2.2 The school formulates a policy on the assessment of child learning experiences. Teachers keep observing and recording children's learning performance while inviting parents to share how well their child did at home, thus keeping track of children's development through different channels. Thematic assessments cover all

learning areas and are attached with specific criteria. However, the management must guide the team to carry out an overall review and adjust some items of the summative assessment of the school term for alignment with the learning objectives. It is also necessary for the management to stipulate relevant assessment criteria to present children's staged development accurately. The school distributes assessment information to parents regularly and analyses the assessment results for refining the teaching strategies, thereby improving the learning and teaching.

2.3 The management plans the curriculum with the team during meetings, monitors the implementation of the curriculum, and provides feedback to teachers through classroom walkthroughs and scrutiny of lesson plans. Teachers reflect on teaching every week. Some of them are able to describe children's learning performance and propose suggestions for improvement. The team conducts grade-based thematic reviews regularly while referring to the outcomes of deliberations to revise learning content. The management is required to strengthen its curriculum leadership and steer the curriculum team in further fulfil its role, to systematically and holistically review the curriculum outline for each grade level, to revise repetitive learning objectives between grade levels and increase the connection across grade levels. Besides, the discussion results should be recorded briefly and clearly for follow-up and passing down experience.

2.4 The school has taken the promotion of moral education as its major concern over the past two school years. It conducted a trial run in two grade levels last year, and the initiative is extended to the whole-school level this school year. As observed, teachers applied skills of giving feedback such as immediate praise and precise description of performance. The award scheme was launched, encouraging children to practise self-discipline, observe rules and show politeness. Children have good self-care abilities as they can adjust chairs properly and clean up eraser

shavings from their desks. They have also acquired classroom routine, such as planning free choice activities, taking off their shoes to enter interest corners, and tidying up tools swiftly after activities. K2 and K3 children serve as politeness ambassadors. During arrival time, they greet their peers and remind them to tap the cards to record attendance, thereby learning to treat people with courtesy and to be ready to help others. Overall, children have developed positive values and attitudes. In addition, the school regarded facilitating children's exploratory spirit as another development focus of last school year. With external support, the team designed exploratory activities that connect with children's life experiences for all grade levels. The school intends to continue carrying out the relevant activities this school year and to record children's observations and learning outcomes, helping them organise the process of discovering new knowledge, thus developing their curiosity and exploratory spirit.

2.5 The school premises is neat and bright. Children's artworks are displayed along the corridors and in the classrooms, adding a touch of childlike fun to the campus. The school arranges for children to have physical and music activities in the indoor playground and the music room. On Fridays, the venues are carefully set up, and other activity areas are opened for K2 and K3 children to engage in mixed-age games to their preferences. In the imaginative play corner, children put pictures of ingredients onto cardboard skewers, enjoying the fun of barbecue. The art corners are furnished with a wide range of materials. Children create distinctive kites with playdough, craft materials and leaf-shape moulds according to their own ideas. Moreover, children manipulate and explore materials including wood slices, twigs and newspaper in the creative corner, constructing items like a cake and a barbell to demonstrate their creativity. However, teachers should display classroom books in an orderly manner to attract children to choose and read books together, so that

children can develop reading habits. The school must also set up more interest corners in the classrooms during free choice activity sessions and further enhance the fun and exploratory elements of the activities, allowing children to cultivate diverse interests and abilities through an array of activities. Besides, children take part in thematic and free choice activities in groups in the classrooms. The school is recommended to make a proper arrangement to prevent noise from different groups from interfering with each another, thereby helping children concentrate and engage in learning and play effectively.

2.6 Teachers are patient, care for children, and embrace their diversity. Children are energetic and kind. Chinese-speaking and NCS children get along well and demonstrate good affective development. Teachers participate in children's play. However, they have to guide children to share their play experiences and discoveries after free choice activities, thereby helping children extend their learning. Children have mastered physical movements and have good gross motor coordination. Teachers should refine the arrangement of physical activities, for example, by avoiding sedentary activities and reducing waiting time, ensuring that children get ample exercise. Children are interested in music. Under the guidance of teachers, they sing and move rhythmically with joy. Teachers are required to take children's abilities into account when setting the learning objectives of music activities, and use space flexibly according to the needs of the activities. Teachers should manage activity time based on the daily schedule to provide children with sufficient opportunities for various activities, thus promoting their balanced development.

3. Recommendations for Enhancing Self-improvement of School

3.1 It is necessary for the school to enhance the team's understanding and participation in SSE, lead teachers to determine the major concerns based on the review results,

plan appropriate task objectives in line with the pace of development, and establish clear goals and appropriate success criteria to increase the effectiveness of SSE.

- 3.2 The management must guide the curriculum group to conduct a holistic review of the curriculum outline for each grade level, revise the repetitive learning objectives among grade levels, remove the inappropriate content in the Language learning area for all grade levels and the overly difficult homework for K3, and systematically plan the music and physical activities in the afternoon session for whole-day classes to cater for the developmental needs of children. The teaching team is also required to appropriately adjust the items of the summative assessment for the school term, strengthen teaching skills, and improve the setting of the interest corners in classrooms, to promote the continuous improvement of the school.