

**School No.: 325953**

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

**Hong Kong Y.W.C.A Athena Kindergarten**

**Units 1-8, G/F, Han Ching House, Yee Ching Court, Shamshuipo, Kowloon**

**14, 15 & 17 May 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: 14, 15 & 17 May 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 leadership team's professional views and the sponsoring body's support with respect to administration management, curriculum development and so forth can facilitate the school's continuous development. Through the arrangement of school-based training and exchange with the affiliated schools under the same sponsoring body, the school can broaden teachers' horizons and facilitate their professional growth. Moreover, it allocates teachers' work according to their experience and readiness to exploit their strengths. The team gets along in harmony. Team members discharge their duties properly as well as support and encourage each other to foster the progress of the school with concerted effort. The management leads curriculum development continuously. To follow up the recommendations of the previous Quality Review, it improves the design of exploratory activities.
- 1.2 The school embeds the rationale of school self-evaluation (SSE) in its daily work. With reference to the views from teachers and parents, children's performance and so forth, the management leads the team to review the effectiveness of the major concerns and different areas of work together, and discuss the development directions for the next stage. Last year, the school took reviewing the school-based curriculum as the major concern. It made use of the review findings to revise the curriculum content of each grade level and improve the planning of the school-based curriculum to enhance children's learning effectiveness. This year, the school has set promoting children's physical and health development as its work focus in order to develop children's gross motor ability. The objectives set out by the school have been conducive to mapping out the implementation strategies. The school has deployed appropriate strategies from the perspectives of teacher training and curriculum planning in order to design activities aptly. The plan has been implemented in a step-by-step manner with significant results.
- 1.3 The school cares about and accepts children with special needs to create an inclusive atmosphere. Teachers identify children's needs at an early stage through daily observation of their performance so as to make referrals and take follow-up actions.

They also exchange the classroom support strategies with professionals to cater for children with special needs. Teachers encourage non-Chinese speaking (NCS) children to communicate in Cantonese more often. They also arrange simple parent-child tasks for NCS children to learn Chinese words and daily expressions with their parents at home. The school provides circulars in English. It also arranges parents' day, visits, etc., for NCS parents to understand the school and local culture. The school maintains close liaison with parents and arranges various parent education seminars, parent-child activities, parent-child reading programmes, etc., so as to enhance the parenting skills and facilitate parent-child relationship. The parent-teacher association serves the bridging role for home-school communication. It collects parents' views and mobilises parents to assist in organising school activities. Parents trust the school, recognise and support the school's development as well.

## **2. Learning and Teaching**

- 2.1 The school devises its integrated curriculum based on themes. The curriculum content covers all learning areas, including the cultivation of children's values and attitudes as well as the learning of skills and knowledge. Since last year, the school has reduced and revised the curriculum content and adjusted the teaching schedule based on the curriculum review results, so that teachers can arrange more play and visits for children to facilitate their learning through activities and sharing. With respect to the daily schedule, the school provides children with sufficient music, physical, art and free choice activities every day to facilitate their balanced development.
- 2.2 The school assesses children's learning and development progress by means of continuous observation. Corresponding to the learning objectives, the thematic assessment items are comprehensive and cover all learning areas. Upon completion of a school term, the school summarises children's development in different stages. By means of observation records, the school collates and analyses performance of children during activities for parents to understand their children's learning progress. The school uses the assessment information to follow up individual children's learning and developmental needs and as reference for curriculum planning.
- 2.3 The school establishes a mechanism of curriculum coordination, monitoring and review. The management and leader of each grade level steer teachers to design teaching activities. They also discuss the learning objectives and teaching

procedures of various types of activities, as well as the arrangement of interest corners to facilitate teachers to implement different learning activities. Through classroom walkthroughs, lesson observation, scrutiny of documents, etc., the management understands curriculum implementation and supports teachers in a timely manner. Teachers review the teaching effectiveness of various learning activities regularly. They are able to use children's performance as evidence to make suggestions for improvement and take follow-up actions. Yet, the writing amount of some of the K3 homework arranged by the school is relatively excessive. The content of some parent-child tasks is considered rather difficult. The school should improve the above arrangement.

- 2.4 The school places emphasis on children's physical and health development. It has participated in an external support programme this year to enhance children's interest in taking part in physical activities and develop their gross motor ability. The school improves the design of the physical activities for each grade level to strengthen the connection of the learning content. Children master limb coordination and enjoy the fun of physical activities in the course of learning different basic movements. As observed, teachers design appropriate physical activities and give clear instructions when conducting activities. Teachers do demonstration for children or ask children to demonstrate, meanwhile guiding them to perform the skills and providing suitable feedback. Teachers arrange a number of physical activities for children to select freely every day. Children can attempt different levels of difficulty according to their abilities, or even conduct games creatively with a wide range of materials so as to have more fun in the activities. Children engage in a variety of physical activities fully and earnestly, hence they have sufficient amount of physical exercises and can develop their gross motor ability. The expected results of the plan have been achieved.
- 2.5 There are different interest corners in the classrooms with abundant materials for children to engage joyfully in free choice activities. Teachers set up a comfortable reading corner, where theme-related picture books, fascinating hand puppets, etc., are placed to attract children to read so as to arouse their interest in reading. The imaginative play corner is set up based on themes for children to pretend to be animals in the forest, medical staff or different family members. Children engage themselves in role-play to develop their language and social skills through interaction. They take part in language, mathematics and fine motor activities in the interest corners according to their abilities and interests. They also use different materials

to build things and use a wide variety of craft materials in artistic creation to unleash their creativity. The activities of the exploratory corner are designed according to themes with clear learning objectives. Children are eager to make attempts to explore shadows and the source of light, mirror images, etc. They record the findings of the above phenomena during observation. Their curiosity is shown. With the accumulation of experience, the school could design more diversified exploratory activities for children to explore.

2.6 Teachers are caring and patient. They often encourage and praise children. They adopt diversified teaching strategies to cater for children's diversity. Teachers ask children questions frequently in order to guide them to think and express themselves. During free choice activities, teachers observe children's performance, meanwhile intervening or providing guidance in a timely manner in order to facilitate their learning. Teachers also participate in children's play. They read and chat with children to create a relaxing atmosphere, displaying good teacher-child relationship. Teachers prepare for their teaching with good effort. They use pictures, real objects, hand puppets, etc., to arouse children's learning interests. In the meantime, they make use of different voices and facial expressions to catch children's attention.

2.7 Children are engaged in various types of activities, showing their interest in and curiosity about learning. Children fully enjoy their school life. They are obedient and courteous. They take the initiative to greet and thank others and are willing to help peers. Children show good self-care abilities by packing used items properly. They are self-confident, courageous to make attempts and express themselves. NCS and Chinese-speaking children learn and play together, and share and exchange with one another in an inclusive atmosphere. They are interested in learning and using Chinese language, and develop their communication and expression skills through relaxing interactive learning.

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

The school embeds the SSE principle in its daily work and masters the SSE skills progressively in the course of practice. It is advised to conduct SSE in an ongoing manner to formulate success criteria which are in line with the objectives so as to assess the effectiveness of the development plan more effectively. The school strives to improve the curriculum planning. However, the management should lead teachers to follow up and improve the homework arrangement for K3 and the design of some parent-child tasks, so as to meet children's abilities and needs.