

School No.: 158313

Quality Review Report (Translated Version)

**N. T. Assemblies of God Church
Wai Yan Kindergarten**

**1/F, Hing Wong House, Sai Ching Street, YLTL 285, Yuen Long,
New Territories**

17, 18 & 20 March 2025

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region

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Dates of Quality Review: 17, 18 & 20 March 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 leadership team keeps track of and monitors the work of the school through meetings. It provides professional insights into financial matters, support for children and other areas, while engaging in conversations with teachers, listening to their views, and allocating resources as necessary to support the school development. The management has served the school for years. It has extensive administrative experiences and is familiar with the school operations and curriculum features, excelling at its managerial and supervisory roles. The management values communication with staff members and has built an open deliberative culture. It assigns duties and functional groups to teachers according to their abilities and preferences. Teachers are allowed to assist in planning and implementing the school work in different aspects so as to foster their exchange and collaboration as well as giving full play to their strengths. The teaching team is stable and team members have a sense of belonging to the school. Teachers support one another and drive the school forward with concerted efforts.
- 1.2 The school has established a school self-evaluation (SSE) mechanism. The team gathers stakeholders' views by various means such as activity reflection and questionnaires, and compiles and analyses these views. It then discusses and reviews the work effectiveness in regular meetings. At the end of a school year, the management leads all teachers to conduct an annual review and deliberate the development plans of the next school year. With the major concern of this school

year, the school sharpens teachers' teaching skills in enhancing children's participation in learning. It introduces external support for a series of training programmes and encourages teachers to practise what they have learnt, implementing the related work in a step-by-step manner. In response to children's needs, the school also regards boosting children's interest in reading as another major concern. Through parent education and home-school cooperation, the plan achieves the expected results.

- 1.3 The school accepts and caters for learner diversity, and has established an explicit identification and referral mechanism. It utilises external resources to arrange for teachers and professionals to discuss children's situation while having regular contact with parents to give appropriate guidance to children. The school takes good care of newly admitted children and holds an adaptation week at the start of a school year for the newcomers to get familiar with the campus life gradually. The school attaches importance to home-school communication and maintains close liaison with parents through multiple channels to keep parents informed of their children's performance at school. Parenting talks are organised according to the needs of parents so that they can grasp the proper ways and attitudes of parenting. Parents trust and support the school, and are willing to take part in school activities, working together with the school for fostering children's growth.

2. Learning and Teaching

- 2.1 The school takes reference from the teaching packages and integrates all learning areas with themes to devise a comprehensive school-based curriculum, with a view to enabling children to cultivate their values and attitudes as well as developing skills and constructing knowledge. The school organises a number of theme-related outdoor experiential activities to enrich children's learning experiences. Project

learning is carried out at each grade level. Children jointly explore topics and discover things that are of their interests, which is conducive to active learning. Promoting national education is of great significance to the school that it incorporates relating elements like getting to know the national flag and national anthem, and appreciating shadow play into the curriculum. In tandem, the school arranges for children to visit museums and dine in at a Chinese restaurant to personally experience traditional culture. The school has started to conduct a Chinese culture week since the last school year for children to explore and experience different aspects of Chinese culture through play, including music, art, toys, etc. The learning outcomes were displayed in the Lunar New Year parent-child activities. The national flag raising ceremony is held on important days, with K3 children serving as flag raisers and children of all grade levels attending, facilitating the development of a sense of national identity in children. Children are given the opportunities to participate in music, physical, art and free choice activities every day. However, the school must review its daily schedule to arrange proper toilet and clean-up time. Some of the K3 homework is excessively difficult and the school should revise them to accommodate children's developmental needs.

- 2.2 The school formulates a policy on the assessment of child learning experiences. According to the teaching foci, it devises assessment items and criteria of which the content covers all learning areas. Teachers conduct thematic assessments on a regular basis and invite parents to provide information such as children's living habits and self-care abilities, understanding children from multiple perspectives. Every school term, apart from showing children's learning through activity photos and in writing, the school also summarises children's performance in different areas. Yet, the school is required to revamp the practice of prorating the results of summative assessment from various thematic assessment information, so as to reflect children's

developmental progress at each stage precisely. The school continuously analyses the assessment information to get hold of both individual and overall children's needs, perform reviews and take follow-up action while distributing the thematic assessment results to parents at opportune times and making suggestions for supporting children, thus joining hands with parents to foster children's growth.

2.3 The school has put in place a curriculum management system. In recent years, it has empowered grade level coordinators to scrutinise teaching plans, gradually nurturing curriculum leadership. The management conducts collaborative lesson planning with teachers. Through classroom walkthroughs, scrutiny of lesson plans and review meetings, it monitors the curriculum implementation and gives timely advice to teachers. Team members carry out individual and grade level-based teaching reflection in a routine manner. Then, at the end of a school year, the management and grade level coordinators conduct a comprehensive review to inform curriculum planning. The school is advised to record the gist of the curriculum meetings across grade levels for ease of future reference and passing on experiences.

2.4 The school puts effort into sharpening teachers' teaching skills in enhancing children's participation in learning in this school year. Teachers attend relevant training and try to employ different teaching strategies. For instance, teachers guide children to praise their peers with gestures or phrases whereas some teachers incorporate group tasks or sharing among two to four children in activities. As observed, children were willing to express themselves. They took the initiative to introduce the playing methods of games to teachers or peers, and gave compliments to their peers proactively. Teachers placed emphasis on asking children to communicate in pre-defined sentence patterns. However, most K1 children were yet to grasp the patterns, which in turn hindered them to express themselves freely. Teachers should reduce restrictions for children to share their views on the themes

freely, hence further fostering child-child interactions and enhancing children's participation in learning. Increasing children's interest in reading is another major concern of the school in this school year. Book sharing sessions are conducted in the morning and afternoon assemblies on Mondays, during which children introduce books with dedication. Theme-related picture books and booklets compiling parent-child homework are displayed in the reading corners of the classrooms. In free choice activities, children read conscientiously and admire the parent-child homework of their peers. Moreover, the school continues to promote the parent-child paired reading scheme. It improves parents' storytelling skills through workshops and plans to invite parents to share stories at school in the later stage of the second school term, hoping to capitalise on parents' effort to increase children's interest in reading. In short, the work of the two major concerns is being carried out steadily and the effectiveness is yet to be seen.

2.5 The school premises are clean and bright. Photos of children in activities are displayed on both sides of the staircase, helping children revisit their learning experiences. The school arranges for children to take part in physical activities in the indoor playground, and places play facilities, climbing frames and different physical equipment there for children to use. That being said, the school is required to adjust the display arrangements of the equipment so that children can have more space to engage in physical activities. In the meantime, the music room is used as a play venue. Children assemble a great variety of materials like large building blocks and cardboard boxes freely to design games, unleashing their creativity. In addition to a reading corner, the classrooms are also equipped with an imaginative play corner, an art and craft corner, and a learning corner. Teachers decorate the imaginative play corner based on themes to post extra-large real photos and provide relevant props. Children simulate grooming a kitten's hair carefully with a comb in

a pet shop, or immerse themselves in the roles of a bus driver and a passenger by putting on a driver's uniform and holding an Octopus card respectively. Children's hand-made toys are placed in the classrooms as well for children to play with and appreciate. The design of fine motor games is relevant to real life. Children put pieces of playdough on an iron plate drawing and then imitate cutting a steak with a plastic knife. Such activity not only develops children's in-hand manipulation skills, but also lets them learn table manners, serving different learning functions simultaneously.

2.6 Teachers lead by example and create an atmosphere of appreciation. Children are energetic and friendly, and have a good relationship with teachers. Teachers use real objects to facilitate teaching, and meticulously prepare teaching aids and picture cards for group activities. For example, teachers put a magnetic frame on a photo to help children focus on observing the differences in the physical features of the ears of two dog breeds. Teachers join in children's play and ask questions to guide children's thinking. They may make full use of the record sheet of free choice activities to nurture children's skills in planning their participation in interest corners. Children have good fine motor development and can master gross motor skills. They are interested in music and have a sense of rhythm. Children pick a wide range of art and craft materials according to their preference to design semi-three-dimensional work. Children possess self-care abilities as they take the lead in putting away things swiftly after the activities.

3. Recommendations for Enhancing Self-improvement of School

3.1 The school devises major concerns in view of its context and children's developmental needs. When formulating work plans, the school must have more detailed planning, set specific objectives, set out focused strategies and appropriate

success criteria, to facilitate the implementation of plans and effectiveness evaluation. In respect of appraisal, the management is advised to further review the self-evaluation items of teachers and give corresponding feedback to help teachers understand their strengths and training needs as well as having a clear sense of direction in personal development.

- 3.2 The school is required to adjust its daily schedule and revise the excessively difficult homework for K3 to meet children's needs. Besides, the school must also improve the arrangement of summative assessment to precisely reflect children's development at different stages.