

School No.: 157279

Quality Review Report (Translated Version)

Yan Oi Tong Allan Yap Kindergarten

**G/F, Low Block, Wu Boon House, Wu King Estate,
Tuen Mun, New Territories**

6, 7 & 9 January 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: 6, 7 & 9 January 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 cares about the development of the school. It keeps track of and monitors the school operations through regular meetings and school visits, provides professional advice and support on areas like administrative affairs and curriculum development as well as organising joint-school teacher training and exchange activities outside Hong Kong to broaden teachers' horizons, thus facilitating the professional development of the teaching team. The school has a proper induction mechanism that it assigns members of the management and experienced teachers to assist newly recruited teachers in grasping the teaching requirements and routines at work in order to adapt to the school the soonest. The management allocates duties taking into account teachers' experience and abilities, and arranges teachers to join different task groups for exploiting their strengths. The management has served the school for years and always maintains close communication with the teaching staff. For instance, the management examines the implementation of various tasks during the morning meetings before class to encourage staff members to share and cooperate with one another, leading to smooth daily operation. Team members get along well and have a sense of belonging towards the school, driving the school forward with concerted efforts.
- 1.2 The school has established a school self-evaluation mechanism. The management steers all teachers to make reference to information such as the results of stakeholder survey and activity review records for reviewing the work effectiveness of each area

together. The school has followed up on some recommendations of the previous Quality Review to formulate explicit task objectives for major concerns. In the last school year, the school took fostering children's physical fitness and health development as its major concern and has planned the work in aspects of learning activities and environment setup. Furthermore, the school has regarded promoting Chinese culture as another focus of school development in recent years. It brings in external support for teachers to carry out collaborative lesson planning, lesson observation and evaluation with professionals so as to strengthen the teaching team's skills in designing and carrying out relevant experiential activities, and promote parents' active participation for increasing the work effectiveness. The school devises major concerns in light of children's needs and the trend of curriculum development. Through the deployment of teacher training, activity planning, home-school cooperation, etc., the work plan has been implementing progressively.

- 1.3 The school cares for the diverse needs of children. A well-defined mechanism is in place to identify children with special needs. External professional services are also introduced to offer multi-disciplinary support to children, catering for their developmental and learning needs. The school attaches importance to home-school liaison and keeps parents informed of their children's learning through various channels including daily conversation, parent lesson observation and parents' meetings. Meanwhile, the school makes good use of external resources to arrange education seminars and support groups for parents to enrich their child-rearing and emotional management skills, enhancing their competence in parenting. The school established a parent-teacher association in the last school year. Members of the association assist the school in organising parent-child picnic and recruiting parent volunteers to pool parents' efforts and deepen home-school cooperation. Parents support and trust the school. They are willing to take part in various activities to

nurture children's growth with the school collaboratively.

2. Learning and Teaching

- 2.1 With reference to the teaching packages, the school maps out an integrated curriculum using themes with content covering all learning areas comprehensively. The school has been adopting picture books as teaching materials in recent years. All teachers choose an interesting book each school term to design thematic, art and exploratory activities in alignment with the storyline and characters to arouse children's learning interest, helping children think deeply based on the content. In tandem, the school organises outdoor visits, cultural experiences and cross-generational activities, motivating children to construct knowledge through first-hand participation and enriching their life experiences. As for the daily schedule, the school provides children with time for engaging in music, physical, art and free choice activities every day while arranging K2 and K3 children to conduct physical and music games in mixed-age mode once a week, which is conducive to children's mutual learning. The school is advised to review and revise the design of some music activities in order to further foster children's aesthetic development. Besides, the school gradually adjusts the homework arrangement to reduce the amount of repeated copying. However, some homework for K3 are rather difficult and K1 children are asked to trace words along dotted lines in the second school term. The school is required to provide follow-ups and improve these practices in order to meet children's abilities and developmental needs.
- 2.2 The school has developed a mechanism for the assessment of child learning experiences. It formulates guidelines to assist teachers in writing activity observation reports and analysing children's performance with a view to showing child learning experiences in a concrete manner. Teachers devise suitable

assessment items based on the age characteristics of children at different grade levels and keep track of children's growth in various aspects through continuous observation. Teachers conduct summative assessments at the end of a school year and let parents know their child's strengths and areas of improvement. The school must review the presentation of the summative assessments so that parents can grasp the developmental progress of their child more accurately, thus refining the mechanism for the assessment of child learning experiences.

2.3 The management and all teachers carry out lesson planning together to discuss the learning focuses of themes, set-up of interest corners and so forth. The management also understands the implementation of curriculum through meetings and classroom walkthroughs. Teachers conduct reflection on a regular basis to review the teaching effectiveness based on children's performance. They also render suggestions for improvement in terms of activity arrangement and teaching content. It is necessary for the management to give timely guidance to the team by having focused lesson observation and teaching demonstration in view of teachers' needs. The management should leverage the information of the assessments of child learning experiences for reviewing teaching and revising the curriculum, hence improving learning and teaching.

2.4 The school actively promotes Chinese culture. It brought in external professional support in the last school year to guide teachers to incorporate learning content related to Chinese culture and national development into the curriculum based on themes in a systematic manner. For instance, on the theme of summer, teachers let children draw on oil paper umbrellas, enabling them to experience the beauty of traditional Chinese art. Under the theme of animals, teachers illustrated panda's physical characteristics and living habits to help children learn about China's national treasure, the giant panda. Furthermore, teachers introduced the 24 solar terms to

children and parents, and designed parent-child activities for them to realise the relationship between the traditional solar terms and daily life through games and dance, appreciating the profound conventional wisdom of our Motherland. In this school year, the school continues to deepen children's understanding of the Chinese culture with an aim of facilitating children's learning of traditional virtues. The school organises a parent-child activity day with cultural heritage as the theme and arranges a wide range of games for parents and children to play Chuiwan, create sugar painting and play with shadow puppets and so forth, enriching their experiences of traditional Chinese culture. The school schedules a child flag-guard team to conduct the national flag raising ceremony in morning assemblies every week. As observed, flag raisers have mastered the methods and steps of raising the flag. All children stood solemnly facing the flag, showing warranted etiquette and respect for our country and building a sense of national identity. On the whole, the school strives to promote national education. Yet, the team could integrate the learning elements of traditional Chinese virtues into the curriculum based on the set objectives in order to achieve the expected results of the major concern.

- 2.5 The school exhibits artworks and activity photos around the campus and classrooms, which is favourable for children to revisit learning. Teachers decorate interest corners of the classrooms based on themes, allowing children to freely take part in imaginative play, art creation, teaching aid manipulation, etc., during the free choice activity sessions. As observed, the art and craft corners were equipped with adequate artwork materials and tools. K1 children jointly turned a large carton box into a sea turtle using small pompoms, EVA foams, paper cups and so forth. The artworks were filled with childlike fun. Teaching aids in the game corner were manipulative. K2 children completed fine motor games alone or constructed building blocks with peers, fully enjoying themselves. The imaginative play

corners were the most popular among children, where K3 children discussed and gave ideas together, cropped and assembled different kinds of eco-friendly items collaboratively to build a well-equipped hotel model, demonstrating their creativity and imagination. Colour mixing, shadow matching and other activities were offered in the exploratory corners. Specimens or real objects related to Nature and Living were also provided in the corners of some grade levels for children to observe. Teachers may prepare more interactive and exploratory games for the interest corners with a view to arousing children's curiosity and interest in active learning.

- 2.6 Teachers accept and care for children. They listen to children's feelings with patience and offer individual guidance. Teachers are amiable and have a good relationship with children. Teachers make use of books, pictures, etc., to facilitate children's understanding of the thematic learning content while inviting them to answer questions and give demonstration. Teachers are advised to adopt open-ended questions more often in order to guide children to think and express themselves so that children can have more opportunities to share their thoughts and opinions, thus enhancing children's language expression skills. In music activities, teachers guide children to sing or perform rhythmic movements along melodies and rhythms. Children are willing to take part in the activities and are able to express their ideas with body movements. The school regarded fostering children's physical fitness and health development as the priority of its work in the last school year. Physical tools and equipment were added to benefit teachers in designing diversified physical activities. Teachers make optimal use of space and organise circuit games in light of children's abilities to enhance their gross motor development. Teachers also place various types of equipment in the outdoor venue and let children divide into teams to engage in activities or group games of different levels of difficulty. In the course of the event, teachers pay attention to children's learning, giving guidance and

assistance to them at opportune times for acquiring basic motor skills. Children show active engagement, demonstrating good body coordination abilities in throwing, leaping and balancing.

3. Recommendations for Enhancing Self-improvement of School

The school gradually promotes the curriculum development. The management is required to lead the team to review and increase the effectiveness of learning and teaching together as well as support one another to strengthen the professional competence through professional communication and sharing. The school must remove the inappropriate homework for K3 and K1 children, improve the presentation of the summative assessments and further leverage the child assessment information to inform the curriculum planning. Additionally, the school actively promotes Chinese culture and has taken it as the major concern of recent years. The team is recommended to integrate the learning elements of traditional Chinese virtues into the curriculum in accordance with the set objectives so that the work can further achieve the expected results.