

School No.: 564249

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

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Kindergarten**

**Unit 104, 1/F, No. 1 Austin Road West, Tsim Sha Tsui, Kowloon**

**11, 12 & 15 November 2024**

**Kindergarten Inspection Section  
Education Bureau**

**Education Bureau**  
**The Government of the Hong Kong Special Administrative Region**

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**Dates of Quality Review: 11, 12 & 15 November 2024**

- 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 Under the professional guidance and support of the leadership team, the school addresses administrative affairs and formulates priority tasks effectively. The school has an induction mechanism in which experienced teachers are arranged to share their experiences to help newly recruited teachers understand the culture of the organisation and work requirements. The school has an explicit management structure. Roles are well-defined and team members discharge their duties properly, resulting in smooth daily operation of the school. The management liaises with team members closely to get hold of their training needs. Tasks are allocated based on teachers' strengths. Teachers are empowered to plan school activities that put their learning into practice, hence unleashing their potential. The management acts as a professional leader that it strives to enhance the professionalism of the teaching staff by making optimal use of daily guidance and appraisal interviews. It is willing to consider the team's suggestion on teaching and activity implementation as well. Team members have built rapport with one another at work and have a sense of belonging to the school, promoting the school development with concerted efforts.
- 1.2 The school has implemented the inter-connected self-evaluation process, viz. planning, implementation and evaluation in its daily work and maintains a well-established school self-evaluation (SSE) mechanism. The management steers the team to analyse teaching review information, performance of children and results of the questionnaires for reviewing the effectiveness of work in different domains.

They jointly devise development directions and specific implementing strategies of next school year. In tandem, the management actively brings in resources and strengthens exchanges with the affiliated schools of the organisation with a view to drawing on the experience to carry out relevant work. The major concern of last school year was enhancing children's language abilities. In this school year, the school regards cultivating children's sense of national identity as its major task in alignment with the trends of curriculum development. Meanwhile, with an increase of number of non-Chinese speaking (NCS) children at school, the school takes building an inclusive culture on campus as another major concern. The school reviews the work regularly to adjust the strategies timely and adhere to the SSE rationale, leading to the smooth implementation of work plans.

- 1.3 The school has an identification and referral mechanism to support the diverse needs of children so that they can receive appropriate care the soonest. The school translates school notices and the correspondence in handbooks for NCS parents, keeping them informed of the school information and inviting them to seminars. It also distributes English version of child assessment information for parents to understand the learning progress of their child. The school organises parent-child fun day and make arrangements during the adaptation period to help newly admitted children progressively integrate into school life. K3 children get a glimpse of the environment and learning mode of primary schools by visiting primary schools and taking part in primary one adaptation activities, getting psychologically prepared for promoting to primary one. The team contacts parents proactively and lets them know the latest development of the school and the learning performance of their child through parents' meetings, lesson observations and other activities. The school knows about parents' expertise using questionnaires, utilises parent resources strategically as well as planning parent education tasks based on the needs of parents

to facilitate home-school cooperation. Building on parents' support and trust to the school, the school is forming a parent-teacher association to promote parents as important partners in school development, jointly fostering children's healthy growth. Besides, the school makes good use of external resources to organise activities and borrows venues to provide more space and opportunities for children to engage in different activities.

## **2. Learning and Teaching**

2.1 The school connects various learning areas with real-life themes. It also adjusts the school-based curriculum content in an ongoing manner according to the findings of curriculum review. Teachers select interesting books that tie in with children's interests and experiences to design activities. They also invite children to share information or things found at home to increase their interest in the learning themes. The school organises visits and exploratory activities for children to gain first-hand experience and construct knowledge. The school values moral development of children that it incorporates positive elements into the curriculum while designing theme-related community visits and parent-child activities for children to learn attitudes such as being grateful, cherishing what they have and caring for others. However, some learning content in the theme of transition to primary one is mainly about getting familiar with primary school subject knowledge. The school must revise such content. Regarding daily schedule, the school renders opportunities for physical, free choice, music and art activities to children every day. Yet, during the primary one adaptation activities, children have insufficient nap time. Furthermore, some pieces of Language and Early Childhood Mathematics homework of K3 in the second school term are too difficult. The school is required to improve the arrangement of primary school adaptation activities and remove the inappropriate

content in K3 homework in a bid to cater for the physical and psychological developmental needs of children.

- 2.2 The school devises assessment items according to the thematic content. Teachers conduct continuous observation and make objective assessments according to the assessment criteria. The school creates learning portfolios for children to keep thematic assessment forms, observation records, children's work, etc., while reporting children's all-round development to parents periodically. That said, children's performance in English and Physical and Health assessments are presented using grades. The charts in end-of-term assessments fail to reflect children's situation in different learning areas accurately. The school must rectify these practices.
- 2.3 The school has established a mechanism for curriculum coordination and monitoring. The management understand and informs the curriculum through scrutiny of documents, classroom walkthroughs and so forth. In tandem, it leads teachers to regularly discuss the arrangements of teaching activities to continuously review the effectiveness of activities. Teachers conduct daily teaching reflection and examine the effectiveness of learning and teaching in light of children's performance. The school takes into account children's preference for themes and the assessment information to adjust the curriculum planning of next school year, thus promoting the learning of children.
- 2.4 In this school year, the school regards cultivating children's sense of national identity as its major concern, including by organising a Chinese Culture Month to facilitate children to experience Chinese festive custom and traditional handcrafts. To keep pace with the learning themes and 24 solar terms, teachers design Chinese cultural learning activities. For instance, they arrange tea-tasting sessions for children in a theme about diet. Floral tea making is included to dovetail with the solar term

“Vernal Equinox”. Children can feel the interesting side of Chinese culture in real life scenarios. Through stories, politeness ambassador scheme and the design of parent-child activities at home, children understand and practise virtues like showing filial piety to parents, treating others with courtesy. The school conducts national flag raising ceremony to deepen children’s knowledge of China and cultivate their respect to the country.

2.5 The school cares about the language development of children and offers a wide range of activities regularly to encourage children to express themselves and read. Mailboxes are set up by teachers to motivate K3 children to show their appreciation or care to teachers or peers in drawings and simple words. Before having a field visit, teachers and K2 children collaborate to think of interview questions to ask the activity organiser. The school invites parents to the campus on a regular basis for them to read with their children together, cultivating children’s interest in reading. Teachers mimic the voice of the story characters to speak to draw children’s attention. They also invite children to retell the storyline or create another ending. Teachers respect the suggestions by children while carrying out collaborative teaching to foster a sharing culture, facilitating teacher-child and child-child interaction.

2.6 The school environment is bright and comfortable. Child activity photos are posted around the campus while three-dimensional, two-dimensional and cooperative artworks created by children are exhibited in classrooms, filling with childlike fun. Teachers leverage the classroom space to set up various interest corners revolving around the themes. Materials are in great variety and ample, which are conducive to children’s preparation of play items. For example, children draw different body movements on sides of a dice and mimic the movements with their peers to unleash their creativity. Children are skilled at using tools and materials for creation. They knead playdough into strips, and place the strips on a portrait as the hair.

Some children cut a paper plate into a shape of flower and glue various things on it for decoration. Creative individuality is shown in their work.

- 2.7 The school places bean bags, stepping stones and other physical equipment as well as a goal gate and Cuju prepared by children in the lobby for them to engage in physical activities. Being energetic, children are willing to play physical games with their peers. Explanation and demonstration by teachers are conducive to children's grasp of proper postures and gestures, developing children's body coordination and balancing skills. Teachers design interesting music activities that are tying in with the learning themes for children appreciate the pitch of songs through their body movements such as squatting and standing on tiptoe. Children also create corresponding action according to the lyrics. As observed, children loved singing and performing rhythmic movements, enjoying the fun of activities.
- 2.8 Teachers are friendly. They respect and care for children. Teachers always accompany children to play while intervening at opportune times to guide children to share their thoughts, demonstrating good teacher-child interaction. During review sessions, teachers guide children to share their play experiences using real objects and activity episodes. Teachers recognise children's effort and perseverance in concrete terms as well. Teachers care about the diverse needs of children, employing individual assistance and adjusting the amount of homework to cater for children's various developmental progress. Meanwhile, teachers invite NCS children to share their experience and encourage them to communicate in simple Cantonese along with movements, hence building confidence in NCS children to learn Chinese. Children are kind and polite. They take the initiative to greet others, often talk and play with their peers. Children get along well with one another, possessing good social development.

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

The school has established the SSE culture and has applied the SSE rationale to its routine work. The school is required to remove the inappropriate homework content and improve the daily schedule and learning content of primary one adaptation activities with a view to catering for children's developmental needs. Meanwhile, the school must revise its practice of using grades to indicate children's performance in English and Physical and Health assessments, and make amendments to the way of chart presentation to reflect the development of children accurately.