

School No.: 564281

Quality Review Report (Translated Version)

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Kindergarten**

**3/F., Neighbourhood Community Centre, Wan Tau Tong Estate,
Tai Po, New Territories**

19, 20 & 23 May 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: 19, 20 & 23 May 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 supports the school development, monitors and supervises school affairs. Through regular joint-school meetings, the school and the affiliated schools share with one another their experiences in administrative management and curriculum planning. They jointly organise professional development activities and share resources to enhance exchanges among teachers. The management is experienced and is familiar with the mission and context of the school. It flexibly utilises resources from the organisation and community to promote activities, guiding the team to implement different areas of work effectively. The management allocates work in light of the expertise and abilities of teachers so that they can discharge their duties properly and give full play to their strengths. To tie in with the characteristics of the school curriculum, the annual development foci and the physical and psychological well-being of teachers, the management plans diversified training activities to improve the teaching competency of the team. Team members maintain effective communication and collaboration amid a harmonious work atmosphere, working hand in hand in driving the school forward steadily.
- 1.2 The school has established a school self-evaluation (SSE) mechanism which is implemented in a whole-school approach. The team reviews the effectiveness of various tasks regularly while mapping out development plans based on children's needs and the school context. This school year, the school regards enhancing children's curiosity in exploration, creativity and problem-solving skills as its major

concern. It strengthens teachers' skills in conducting exploratory activities through external support. Besides, the school takes refining the design of English activities as another priority of work. It incorporates elements of play and drama into the activities, increasing children's motivation to learn English. The school formulates corresponding strategies according to the objectives of the major concerns, reviews the progress at opportune times and examines the implementation for boosting the effectiveness of the plans.

- 1.3 The school strives to promote an inclusive culture, respects and accepts learner diversity. A well-defined mechanism is in place for identifying children's different needs, providing referrals and guidance the soonest. Teachers work closely with multi-disciplinary professionals to understand the situation of children and adjust teaching practices in a flexible way so that children are nourished properly in a caring and inclusive campus environment. The school collects parents' views through multi-directional channels, responds actively and addresses issues pragmatically. In tandem, it encourages parents to serve as volunteers in order to enhance their sense of belonging towards the school. The school organises a wide range of parent education activities to enrich parents' knowledge of child-rearing while assisting parents in alleviating pressure on parenting. Parents recognise and trust the school that they build a close partnership and nurture children's happy growth with concerted efforts.

2. Learning and Teaching

- 2.1 The school plans an integrated curriculum in accordance with the curriculum rationale of the organisation and the *Kindergarten Education Curriculum Guide*. Elements of picture books and drama have been incorporated into the curriculum which covers various learning areas to cater for children's life experiences. The

school arranges adequate time for music, physical, art and free choice activities every day, which is effective in facilitating the whole-person development of children. With respect to promoting reading, the school launches activities including reading award schemes, parent-child reading and sharing sessions and parent storytellers to enhance children's reading interest and language abilities in collaboration with parents. Teachers attach importance to cultivating positive values in children. Through role-play, group discussion, group games and so forth, teachers encourage children to cooperate and share their thoughts with one another in order to develop good attitudes and behaviour such as respect, appreciation and solidarity. The school organises festivities, cultural and art activities as well as conducting the national flag raising ceremony on important days to deepen children's sense of national identity. That said, some pieces of homework on Language of K3 are slightly difficult. The school must revise them with a view to meeting the abilities and developmental needs of children.

- 2.2 The school has formulated a policy on the assessment of child learning experiences. The assessment items of each grade level dovetail with the objectives of thematic learning. Teachers adopt continuous observation to examine the learning performance of children. Assessment forms, observation records, artworks, etc., are kept in the learning portfolios which are distributed to parents on a regular basis. Teachers explain children's performance and render follow-up suggestions to parents while inviting them to write words of appreciation to their children. All these serve as evidence of children's growth. Teachers analyse the assessment results and keep track of the learning progress of children to adjust the teaching strategies and support arrangements. However, the school must review and revise the way of presenting the summative assessments so that parents can understand the overall developmental progress of their children in a concrete manner.

- 2.3 The school has a proper mechanism for curriculum coordination, monitoring and review. The management steers teachers to devise the curriculum outline for each grade level. It also gets hold of the implementation of the curriculum by scrutinising documents, conducting classroom walkthroughs, participating in meetings and so on, giving advice to teachers in a timely manner. The school designs guidelines and tools for curriculum evaluation to help teachers review the effectiveness of learning and teaching from multiple perspectives including teaching objectives, activity rundown and environment set-up. The school makes recommendations for improvement as well. It carries out curriculum evaluation systematically to analyse child assessment and teaching reflection information for informing curriculum planning.
- 2.4 The school takes enhancing children's curiosity in exploration, creativity and problem-solving skills as its major concern of this school year. To keep pace with the theme, teachers plan diversified exploratory activities to provide more hands-on opportunities for children and encourage them to think of different exploratory approaches, thus stimulating children's motivation for active exploration. In tandem, teachers refine the decoration and activity design of exploratory corners to add more exploratory materials in light of children's new discoveries and suggestions. Teachers let children conduct research based on their own thoughts and guide them to make predictions, comparisons and have discussion, and then document the results for extending their interest and capability in exploration. Teachers review the effectiveness of teaching and set-up of interest corners against children's performance, content of activities and materials. In the interest corners, children observe methods of switching on and off of toys and the battery charging. Meanwhile, children jointly think about ways of stacking cups to demonstrate their curiosity in exploration, creativity and problem-solving skills.

- 2.5 Drawing on the experiences in implementing the curriculum through picture books and drama, the school has regarded refining the design of English activities as another development focus in recent years. The management assigns teachers to design and conduct English activities together in a collaborative approach. Elements of play and drama are incorporated into the English activities. For instance, children imitate visiting different countries, jump like bunnies and play the role of a chef to cook food for diners, thus making the activities more fun. Generally speaking, children understand English instructions, love listening to English nursery rhymes and take the initiative to communicate with peers and teachers in English, possessing an interest in learning English and the confidence of expression. The efforts have been delivering results.
- 2.6 The school environment is tidy and comfortable. A display board about Chinese cultural activities is installed along the corridor while children's artworks and activity photos are displayed in classrooms, which are conducive to children's review of learning and mutual appreciation. Teachers decorate the interest corners according to themes and the materials are abundant. For example, there are proper teaching aids in the mathematics corner for children to consolidate and extend their learning. The role-play corner is turned into a home environment with a variety of props, stimulating children to engage in role-play games like looking after babies or cleaning the house. In the reading corner, various kinds of picture books are orderly displayed on the bookshelves to attract children to read with their peers. Materials and tools are placed by category in the art and craft corner for children to access freely and create, facilitating their aesthetic development.
- 2.7 Teachers are amiable and have patience. They utilise diversified teaching strategies to cater for children's learning and emotional needs, including visual clues, homework adjustments and seating arrangements. Teachers also guide children to

collate and conclude their experiences by asking them questions and having activity episode reviews. Teachers integrate drama, play and rhythmic body movements in music activities. Examples include playing the roles of the mother and children to sing in alternation with one another, simulating small trains running to conduct music games. All these enrich children's music experiences and creative ideas. Besides, children have a great time. Regarding art creation, teachers provide sufficient materials and time for children to create freely. Children love drawing with different types of paints in vibrant colours and unique composition. They often make three-dimensional artworks using pottery clay, paper clay or eco-materials as well to show their creativity. Teachers put a broad range of equipment in the physical venue for children to engage in free choice physical games or skills training. Sufficient space is available for activities and children have an adequate amount of exercises. Still, teachers are recommended to give clear demonstration for the movements and provide individual guidance when necessary. Furthermore, they could select suitable equipment in accordance with the activity objectives to boost the effectiveness of physical activities. Children get along well with one another. They are willing to share what they have observed and discovered in exploration, revealing their curiosity and learning motivation. Children pack things up on their own after activities and tidy their clothes proactively after going to the toilet, possessing good self-care abilities.

3. Recommendations for Enhancing Self-improvement of School

The school is able to review its context holistically to devise suitable major concerns and strategies, which is effective in implementing the SSE mechanism. It refines the curriculum in an ongoing manner and creates a caring school culture to support children and parents. To tie in with children's abilities and developmental needs, the school is

required to remove the inappropriate homework content for K3 children, revise the way of presenting the summative reports on child development in order to specifically reflect children's development. The school must also refine the arrangements of physical activities and usage of equipment for further strengthening the physical development of children.