

School No.: 157031

Quality Review Report (Translated Version)

Yan Oi Tong Ngan Po Ling Kindergarten

G/F, Oi Yee House, Yau Oi Estate, Tuen Mun, New Territories

14, 15 & 19 July 2022

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region (2022)

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Dates of Quality Review: 14, 15 & 19 July 2022

- 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 school is supported by the school sponsoring body with adequate support in administrative affairs, human resource management and professional teacher training. The management fully demonstrates its professional leadership, puts emphasis on the professional growth of teachers, makes good use of resources to arrange school-based training, provides teachers with opportunities for learning from each other and professional sharing, thereby enhancing the professional competence of teachers. The management allocates duties in accordance with the development needs of the staff. It strategically draws up professional development plans, allowing teachers to demonstrate their strengths in full and make concerted efforts for the continuous improvement of the school.
- 1.2 The school recognises and implements the rationale of school self-evaluation (SSE). It regularly reviews the effectiveness of its daily work, so as to understand the implementation of various tasks. The management steers teachers to use assessment information to review the development of various aspects of school work in collaboration with teachers, discussing the development focuses for the upcoming year. In this school year, the school sets nurturing children's positive values as its development focus. Through different strategies such as joining external support programmes and arranging school visits, the school has been able to enhance the professional competence of teachers and deploy appropriate strategies in terms of activity design and home-school cooperation to implement the work in an orderly manner. The programme has achieved the expected results.
- 1.3 This school year, the school regards enhancing the care of children with diverse needs as another major concern. The school has established an effective mechanism to keep liaison with parents and make good use of the sponsoring body and community resources to arrange assessment and counselling for children with special needs so that these children would be assisted as soon as possible. The management brings in appropriate external professional support to lead teachers to apply appropriate teaching strategies according to children's abilities and needs, so as to enhance

children's motivation and interest in learning. The school adopts different strategies to help non-Chinese speaking (NCS) children and their families, such as providing English version of school circulars to help them understand the school curriculum and arrangement of daily matters, and rendering translation services in home-school activities to encourage active participation of NCS children and their families, so that they can integrate into the school community. The school values parent education by organising lesson observation for parents, parent education seminars, parent volunteer teams, etc., to enhance parents' understanding of their children's learning and school development. The school gains trust and support from parents, fostering home-school cooperation in nurturing children's healthy growth.

2. Learning and Teaching

- 2.1 The school has developed a comprehensive curriculum with reference to the teaching packages, which covers all learning areas and caters for the cultivation of children's values and attitudes, as well as the acquisition of skills and knowledge. The curriculum is thematically integrated and according to children's life experiences, so as to enhance their learning interests. The school suitably arranges the daily schedule for children to have sufficient opportunities to participate in music, physical, art and free choice activities every day. In recent years, the school has been moving in the right direction by reducing the amount of copying and designing interesting parent-child tasks to extend children's learning. However, some content of the homework in the second term of K3 are slightly difficult and need to be removed.
- 2.2 The school has a clear mechanism for curriculum management and monitoring. The management coordinates the curriculum, leads teachers to design the curriculum outline and learning activities. Through participating in meetings, scrutinising documents and observing lessons, the management grasps the implementation of curriculum and provides timely feedback. The management's concrete suggestions for improving teachers' teaching performance help enhance the quality of learning and teaching. Teachers discuss and finalise the design of teaching activities through collaborative lesson planning. Some teachers are able to make a holistic review of the design of learning activities and the setting of interest corners based on children's performance, and give concrete suggestions for revision as necessary to inform curriculum planning and learning and teaching strategies. Teachers have

established the habit of peer lesson observation to improve their teaching skills through mutual observation and sharing.

- 2.3 The school continuously observes and records to assess children's learning. It also develops learning portfolios to keep children's assessment information, children's work, etc., as the records of children's development. Assessment of children's learning experience is in accordance with the learning objectives. It is comprehensive and covers all learning areas. Teachers report to parents in a timely manner to enhance parents' understanding of their children's learning and development. The school systematically analyses children's assessment information facilitating the follow-up on individual children's learning needs and informing the curriculum and teaching arrangement.
- 2.4 The school is committed to planning a conducive learning environment for children and has sufficient teaching resources to support the implementation of the curriculum. Teachers change the classroom furnishings and story books based on themes. The interest corners are diverse, featuring elements of imagination, exploration and manipulation. Children engage in activities that are chosen of their own interests, such as acting as cashier and customer in the imaginative play corner, using toy coins to exchange, choosing different coloured fruits and counting, etc. They take the initiative to play with their peers in cooperative play. Some of the teaching aids have a check function so that children can check their answers when they have finished, which helps develop a self-directed learning attitude.
- 2.5 The school is regards cultivating positive values among children as the major concern this school year. Through storytelling, drama activities and a good behaviour award scheme, the school helps children develop positive virtues and habits such as being grateful, caring and helping each other, as well as staying optimistic and positive. Regarding home-school cooperation, the school plans parent education activities to foster the moral development of children. Teachers are trained to equip with relevant teaching strategies, using stories as teaching aids to help children identify their emotions and learn positive values. As observed, teachers often praised children. Children were friendly to each other, filling the campus with a positive and pleasurable learning atmosphere. The programme has achieved the expected results.
- 2.6 Teachers are well-prepared for their teaching. They flexibly use stories, teaching aids and pictures to stimulate children's learning motivation. Teachers are able to lead children in singing and playing with clear and structured steps. Children are

engaged in the music activities. They follow teachers to sing songs and clap along with the beat, demonstrating their sense and love of music. Teachers design theme-related physical skills training activities and games. Children are interested and engaged in the activities. They have sufficient opportunities to facilitate their gross motor skills. Teachers attentively observe children's performance during activities and provide guidance for children who have not yet mastered the basic movements, so as to help them achieve the desired learning targets. Teachers listen to children's thoughts and opinions respectfully. Yet, they can ask follow-up questions or rephrase the questions, so as to guide children to think further, facilitate them to interact, and stimulate their curiosity to extend their interests in learning.

- 2.7 Children like going to school. They enjoy the fun of free choice activities and are engaged in the activities. Chinese-speaking and NCS children get along well, and enjoy a pleasant school life. They share toys with their peers and get along harmoniously, showing self-discipline and obedience. As observed, the children were eager to speak, and confidently expressed their thoughts, displaying good language comprehension and expression abilities. Also, they used complimentary phrases to show appreciation to each other. Besides, children packed their used belongings and tidied their own clothes after going to the toilet, demonstrating good self-care abilities.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The school has an understanding of SSE and has embedded the rationale of SSE into its work on a regular basis. It is able to use different data to evaluate the effectiveness of its work. Building on this good foundation, the school can further nurture its teaching team by empowering teachers to take on leadership roles, participate in evaluating various aspects of the school's work, and work together to formulate the development plan for the sustainable development of the school.
- 3.2 In recent years, the school has strived to plan the curriculum and delivered results gradually. The school can continue to plan and arrange the learning environment to enrich children's learning experience by adjusting it according to their performance, interests and needs. The management is required to review the K3 homework and remove inappropriate parts. It should strengthen the reflective skills of the teachers as a whole, enabling them to optimise the curriculum design, for promoting continuous improvements of the school.