

School No.: 512273

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

**Kau Yan School**

**Assembly Hall, 1/F., 97A High Street, 2<sup>nd</sup> Lower G/F. to 4/F., 5/F. & 6/F., &  
Play Area at 1LG Floor, 97B High Street, Sai Ying Pun, Hong Kong**

**15, 16, 17 & 19 January 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: 15, 16, 17 & 19 January 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 The school upholds the spirit of universal love of the organisation. It puts a great effort into facilitating children to learn and grow in a loving and caring school environment. The leadership team pays attention to the school development and provides appropriate support in administrative management, parent education and other aspects to drive the school forward. The management possesses a sense of mission in kindergarten education as well as extensive supervisory experiences. It fully demonstrates its leadership to create a learning community culture and arrange diversified training, including joint-school and school based professional development activities, to help teachers grasp the trends in education development and strengthen their skills in teaching and supporting children, hence enhancing their professional competence in an ongoing manner. The school endeavours to expand its communication network. It organises local and overseas exchange and study tours every year to create a wider platform for teachers to be constantly inspired to come up with new ideas in teaching and improve the quality of teaching through the sharing of experiences and resources. A stable teaching team has been established. The teaching staff have a sense of belonging and pride towards the school. They have a good partnership and candid communication to build an atmosphere of unity and trust. Thus, they work as one to promote the self-improvement of the school.
- 1.2 The school has a well-developed school self-evaluation (SSE) mechanism and it embeds the SSE rationale, viz. planning, implementation and evaluation, in daily work. The management has the foresight of making critical assessment of the current situation. It steers teachers to analyse the school circumstances and reviews with them the work in all areas and then devises long-term development objectives as well as annual major concerns based on the school context and stakeholders' needs. The school has regarded promoting children's active learning as its priority task in recent years. It considered enhancing teachers' skills in implementing the school-based curriculum and strengthening parent education as the major concerns of last

school year. In this school year, it focuses on improving teachers' skills in curriculum design and environment set-up and deepening parents' understanding and recognition of the school-based curriculum, combining the efforts of home and school to cultivate an attitude of active learning in children. The school sets appropriate objectives and formulates relevant strategies in aspects like teacher training, curriculum design and parent work with careful deployment. It also reviews and revises the plans in a timely manner to carry out various tasks in a step-by-step manner. The progress of the work plan is smooth, thus achieving the expected outcomes.

- 1.3 The school cares about children and caters for their diverse needs meticulously. It has an effective mechanism for identifying and referring children with special needs. The school also utilises the resources of the organisation and external resources to enable children to receive proper support and assistance the soonest so as to foster their cognitive, emotional and social development while helping children integrate into the school life. The school places great emphasis on home-school cooperation. It maintains close contact with parents and is willing to listen to and respond to parents' needs to keep refining the relevant work. Parenting seminars and parent-child activities of different topics are arranged for parents to understand the developmental patterns of children and boost their knowledge and confidence in child-rearing. The parent-teacher association serves as a platform to facilitate home-school interaction and create consensus. Through regular meetings, it reflects parents' views and assists in organising school activities to increase parents' participation and their sense of belonging. The school and parents are of one heart and one mind in fostering children's healthy growth.

## **2. Learning and Teaching**

- 2.1 Aligning with the school mission and taking account of children's life experiences and interests, the school draws up its school-based integrated curriculum using themes. The curriculum content covers various learning areas, striving to nurture children's positive values and attitudes while placing importance on facilitating their acquisition of skills and knowledge. The school adopts a project learning approach and designs interesting and interactive play as well as exploratory activities to arouse children's curiosity while guiding children to construct new knowledge through practice, thinking and discussion. The school makes use of morning assemblies,

class activities, parent-child games, etc., to cultivate virtues such as generosity, respect and gentleness in children. It strengthens children's moral development diligently. Moreover, teachers provide opportunities for children to have hands-on experiences. They organise diversified visits relating to the themes and encourage children to plan field trips on their own, like arranging the itinerary, thereby helping children build a proactive attitude towards learning. The school has made every effort to promote Chinese culture in recent years. It sets up the environment and interest corners according to the teaching themes, organises activities of festival celebration and holds the national flag raising ceremony on a regular basis, thus employing different strategies to guide children to learn about traditional custom, art and food culture, and develop their sense of national identity in a step-by-step manner. However, it is necessary for the school to revise its daily schedule to arrange music and free choice activities for children every day to foster their balanced development. It is also required to examine the homework design of K3 and remove the excessively difficult part in order to meet children's learning needs.

- 2.2 The school has a clear policy on the assessment of child learning experiences. It assesses children's all-round development and learning progress through continuous observation and records. Teachers devise assessment items based on the teaching objectives of each learning area and set specific assessment criteria for assessing children's performance objectively. In tandem, teachers create learning portfolios for children to systematically maintain the assessment forms, development reports, artworks, etc. The assessment information is disseminated in a timely manner to keep parents informed of their children's learning progress. The school also provides suggestions and works together with parents to follow up on children's needs. Teachers consolidate and analyse the assessment results to inform curriculum planning. Nevertheless, it is necessary for the school to make amendments to the content of parents' assessment so that parents can gain a deeper understanding of their children's growth, thereby assisting teachers in getting a more comprehensive picture of children's personality and attitudes.
- 2.3 In connection with the priority tasks of the major concerns in these two years, the management renders individual guidance and support to teachers and leads them to prepare lesson plans, conduct teaching demonstrations and post-lesson reflection to enhance teachers' skills in designing and implementing the school-based curriculum as well as setting up the environment. The school assigns senior teachers to discuss the teaching plans and corner activity design with their less experienced colleagues.

At the beginning of each theme, it also arranges for teachers to observe and comment on the environment set-up of each classroom to foster exchange of knowledge and experiences. The management understands and follows up on the curriculum implementation through hosting curriculum meetings, scrutinising documents and observing class activities. Furthermore, it gives teachers advice and suggestions for improvement to boost the effectiveness of learning and teaching. The teaching team applies the SSE rationale to promote the curriculum development. It evaluates the teaching skills, children's performance, activity design and so forth continuously to raise the professional standard.

- 2.4 The school is spacious and has sufficient indoor and outdoor venues for children to carry out a wide range of learning activities. Promoting reading is of great importance to the school. It purchases different types of interesting books and puts them in the classrooms and around the campus for children to refer to when they explore, construct and create, hence cultivating children's reading interest and habits. Teachers decorate the environment and interest corners in accordance with the teaching themes. They create scenarios of a Chinese restaurant and a Chinese medicine clinic, and place plentiful materials there. Children play the roles of waitpersons, diners and Chinese medicine practitioners in the interest corners, fostering the development in language, social skills and other aspects through observation, manipulation and interaction. Teachers place items with Chinese characteristics in the exploratory corners and invite children to brew Chinese tea, design and make spinning tops by themselves in order to stimulate children's imagination and creativity while enhancing their understanding of Chinese food culture, folk toys and games. In conjunction with the festive activities and children's learning experiences, teachers post red packets, ink paintings, masks, etc., on the walls to create a campus environment filled with the ambience of Chinese culture. Besides, teachers display the costumes, tableware and writing tools of China and the West in the interest corners on purpose to let children experience the similarities and differences between Chinese and Western cultures, and better understand cultural integration. Teachers design corner activities of different levels of complexity and use cue cards, pictorial flowcharts and text to introduce the way of play so that children with special needs can understand the instructions and engage in play. Therefore, children are adequately catered for.
- 2.5 Teachers are passionate about teaching. They design interesting teaching activities thoughtfully and prepare numerous self-made teaching aids and real objects.

Teachers give clear demonstrations and explanations to children in vivid and lively tones to facilitate the effectiveness of learning through play for children. Teachers guide children to express their views and feelings while listening and responding patiently to children's sharing. Through effective interaction, teachers further motivate children to learn and foster their language development. Teachers always give concrete verbal encouragement and compliments to children. They teach by words and deeds to develop an attitude of kindness and friendliness in children. Teachers and children have a deep affection for each other. Teachers make good use of the spacious physical venues and put varied equipment there for children to ride tricycles, play football and engage in circuit games with their peers happily, so as to develop their body balance, coordination and control. The school follows up on the recommendation of the previous Quality Review to arrange training for enhancing teachers' skills in designing and leading music activities. Through visualisation, teachers guide children to sing, perform rhythmic movements and appreciate music. Children learn about rhythms, volume of music and beats from these activities and foster their aesthetic development. Teachers may arrange review sessions after free choice activities to steer children to revisit their learning process and experiences as well as sharing what they have learnt with their peers, thereby further consolidating and extending their learning.

- 2.6 Children enjoy their school life. They take the initiative to ask questions and respond to teachers' questions eagerly. They like to share their life experiences and are full of ideas, showing good language comprehension and expression abilities. Children get along and have good collaboration. They are willing to assist their peers in tidying things up, possessing self-care abilities and a spirit of service, along with favourable affective and social development. Children carry out art and craft activities attentively in the art corners. They also create and perform stories in the shadow play theatre. They participate in various activities enthusiastically and are devoted to learning.

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

The school strives to provide quality kindergarten education and lay a solid foundation for children's lifelong learning. Yet, it is required to review the daily schedule and the arrangements of some K3 homework to meet children's abilities and needs. Besides, teachers may arrange review sessions after free choice activities to guide children to

conclude their learning experiences so as to further consolidate and extend what they have learnt.