

School No.: 133850

Quality Review Report (Translated Version)

Yau Yat Chuen School

2 Marigold Road and New Block, Yau Yat Chuen, Kowloon

27, 28, 29, 30 May & 4 June 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: 27, 28, 29, 30 May & 4 June 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 leadership team of the school is keen on participating in school matters and providing professional advice on learning and teaching, finance, school projects, etc. The principal has taken up the post for more than two years and built mutual trust with the team. They have embarked on improvement in work including school management, curriculum planning and home-school liaison for promoting the development of the school. The administrative structure of the school and the duties of staff are clearly defined. Additional posts of vice-principal have been created in recent years. Members of the team collaborate to maintain the smooth daily operation. The management members work closely together and assign duties of different task groups to teachers based on their preferences and expertise. Apart from providing adequate support to newly recruited teachers with a mentorship system, the school also organises orientation programmes for them to feel the care of peers and develop a sense of belonging to the school. Facing a number of changes in school tasks in recent years, members of the team generally hold a positive and active attitude and strive for the continuous development of the school.
- 1.2 The school has established the school self-evaluation (SSE) mechanism and adopted the whole-school approach to promote SSE work. The school examines the progress of work plans regularly through post-activity review, teachers' observation, children's performance and other evidence while adjusting the pace of implementation as needed. The school regards increasing professional capacity of teachers as its major concern of this school year, offering teachers various modes of professional training including the introduction of external support services. Under the guidance of support personnel, the school has made decent progress on promotion of Chinese culture, support for non-Chinese speaking (NCS) children in Chinese learning and so forth. Teachers engage in training related to skills in conducting music activities, use of voice and so on. They can also share their acquired knowledge with fellow teachers through internal sharing in school.

- 1.3 The school takes facilitating home-school liaison as another major concern of this school year which suits the school-based needs. It has developed an electronic platform to send information to parents. The school organises lesson observation for parents to understand children's learning. Teachers always contact parents through phone calls to strengthen home-school liaison. Moreover, the school optimises parental resources that parent volunteers are invited to be parent storytellers or assist in book circulation at school. The school is preparing a parent-teacher association, expecting the work to be completed by this school year for further promoting home-school collaboration and communication.
- 1.4 The school cares for children and renders support in light of their different needs. For instance, the school arranges adaptation activities for newly admitted children and K3 children, and introduces professional teams to support children with special needs. In tandem, the school adjusts its strategies of support for NCS children in Chinese learning in this school year to help children learn Chinese by means of timely in-class assistance. Furthermore, the school invites NCS teachers and children from different ethnic groups to share the customs and festive activities of their ethnic origin, fostering an inclusive cultural atmosphere on campus.

2. Learning and Teaching

- 2.1 The school refers to teaching packages and selects suitable storybooks to design an integrated curriculum using real-life themes. The curriculum content covers all learning areas. The school has endeavoured to refine the curriculum design in recent years by, for example, adjusting the learning content and organising various exploratory activities to cultivate children's curiosity and their proactive learning attitude. Children construct new knowledge through manipulation, observation and raising questions, hence the direction of curriculum revision is on track. The school attaches importance to the promotion of national education that, for instance, it forms a child flag-guard team and carries out the national flag-raising ceremony on important days and special occasions in a bid to let children learn the warranted etiquette and nurture a sense of national identity. As for the curriculum content, elements of Chinese culture such as understanding the custom of traditional festivals, creating artworks with traditional features and appreciating cultural performance are incorporated into the learning themes for children to learn about and admire Chinese culture. Children also gain knowledge about traditional virtues through story

sharing. However, the school arranges interest classes for some children during lesson time which hinder children's daily learning. The school must cancel such arrangement. Regarding the daily schedule, there is not enough time for free choice activities and the school is required to make improvement accordingly. With respect to homework design, K1 children write Chinese characters along dotted lines. Some pieces of K3 homework are too difficult as well. The school must revise the homework to cater for children's learning needs.

- 2.2 The school develops learning portfolios for children and retains all kinds of assessment information in an orderly manner. Teachers devise assessment items and criteria based on the learning objectives of themes and keep track of children's performance through continuous assessments. Teachers communicate with parents regularly to keep parents informed of the development of children and advice on facilitating children's growth. The teaching team understands the developmental progress of individual children through child assessment information, and renders relevant support. The school is recommended to further consolidate the assessment information to serve as reference for reviewing and informing the curriculum.
- 2.3 The school has established a curriculum management mechanism. The management leads curriculum meetings, conducts classroom walkthroughs and scrutinises curriculum documents to monitor the implementation of curriculum. Peer lesson observation is also arranged for teachers to observe, learn and discuss with one another, thus enhancing teachers' expertise. The management and teachers review teaching and carry out collaborative lesson planning in weekly grade-level meetings. Curriculum meeting is held every school term for examining the learning content and teaching strategies. Teachers reflect on teaching periodically and use children's performance as evidence of the effectiveness of the teaching activities, but mostly focus on reviewing environment setup, thematic and free choice activities. The school is required to evaluate other learning activities such as music and physical activities with a view to continuously improving the design of the learning activities.
- 2.4 The school has freestanding premises accommodating indoor and outdoor physical venues. A planting zone has been set up in the school main entrance where children water fruits and vegetables, observe plant growth and enjoy the harvest. The spacious and comfortable library has a rich collection of books which attract children to read. The school allows children to borrow books from the library every week and launches a reading scheme, cultivating children's interest and habit of reading.

A class-based approach is adopted when designing the learning corners in classrooms. Children could engage in free choice activities in other classrooms of the same grade level to enrich their learning experiences. Activities of the exploratory corners tie in with the learning content, which are conducive to children's observation and learning of natural phenomena. For instance, children drip water on the surface of coins with droppers to observe the shape of water droplets, or they turn on the valves of pipes to pay attention to the flow of water. Children prepare props such as tuck shop food and vegetables for decorating the role-play corners, facilitating their engagement in activities. Children simulate fishing and scooping goldfish in a fishing ground and share fish catch with others. Alternatively, children take a ride on the cable car together to visit Ngong Ping. All these foster child-child interaction, leading to an enjoyable atmosphere. Teachers observe children's performance in corner activities while giving cues to assist children in completing the activities. Teachers could take part in children's play more often in order to help them extend learning or unleash imagination at opportune times.

- 2.5 Teachers are kind and friendly. They respect, understand and have a close relationship with children. Teachers explain clearly and utilise self-made figures, storybooks, real objectives, etc., to arouse children's motivation in learning. Teachers ask questions to encourage children to make guesses and verification. Some of the teachers provide children with ample time to share their experiences, express their feelings and opinions. During music activities, some individual teachers set up scenarios for children to engage in play, perform rhythmic movements along music and play musical instruments. However, the music elements of the activities are less abundant. The management is advised to guide teachers to refine the music activities for enhancing the learning effectiveness. Regarding physical activities, teachers equip children with skills in climbing, jumping, throwing and other movements to develop their gross motor coordination and control. That said, the school should review the practice and arrangement of carrying out physical activities in classrooms, ensuring that children have an adequate amount of exercise and reducing their waiting time for activities.
- 2.6 Children love going to school. They enjoy social life and get along well with others, demonstrating good social skills. They communicate with others actively and are able to understand instructions while responding to others' questions, possessing their self-confidence and favourable expression abilities. During snack time, children take the initiative to pour water and peel boiled eggs to show their good self-care

abilities. Children have built a routine that they switch to other activity venues in an orderly manner and follow teachers' instructions to complete simple tasks. After activities, children tidy up play materials and their personnel belongings to show their sense of responsibility and spirit of serving others. However, K2 and K3 children generally are unable to grasp a pencil properly. Teachers are required to strengthen their guidance regarding children's way of grasping a pencil to write with proper posture and render suitable fine motor exercises to children, thereby getting children prepared for writing.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The school still has to follow up on the recommendations of the previous Quality Review to keep on improving its SSE work. These include formulating explicit task objectives in accordance with the priorities and setting out success criteria dovetailing with the objectives to improve the effectiveness of SSE work. Besides, the school is advised to strengthen the work related to parent education for the continuous enhancement of competence in parenting as well as promoting children's healthy, joyful and balanced development through home-school cooperation.
- 3.2 The school has been actively improving the curriculum design in recent years. Yet, it is still required to cancel the arrangement of asking K1 children to hold a pencil and write, and remove the difficult homework for K3 in order to cater for the learning needs of children. With respect to the daily schedule, the school has to ensure that children have sufficient opportunities to take part in free choice activities every day. The arrangement of engaging children in interest classes during lesson time should be cancelled. The management could continue to play the role of a professional leader to guide teachers to review the arrangement and effectiveness of music and physical activities as well as informing curriculum using children's assessment information, thus further fostering the learning and development of children.