

School No.: 158321

Quality Review Report (Translated Version)

Yuen Kong Kindergarten

**Yuen Long Village, Kam Sheung Road, Pat Heung, Yuen Long, N.T.
(Lot No. D.D. 106)**

9, 10 & 12 April 2024

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region

This report can be reproduced in part or in whole, but should not be used for any commercial publicity. The original source should be cited when reproducing the report.

This English translation is for reference only. In case of discrepancy between the English version and the Chinese version, the Chinese version shall prevail.

Dates of Quality Review: 9, 10 & 12 April 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 strives to create a harmonious atmosphere on campus. It lets children learn in a natural environment and grow up healthily and happily. The management allocates teaching duties and administrative work according to teachers' experiences that there is a well-defined division of labour. The school forms different working groups and leads team members to perform the work in various domains with concerted efforts. The management provides the newly recruited staff with proper support. It assigns experienced teachers to teach with the new recruits together, helping the latter grasp the work requirements the soonest and enhancing their teaching skills. The school facilitates the recently appointed management members to understand the administrative affairs gradually, which is conducive to discharging their new duties. To align with the school-based development directions, the school introduces external resources to provide training courses for the team, enabling teachers to apply what they have learnt to design learning activities while sharing their experiences with one another to enhance their professional capacity. The management communicates closely with teachers. They get along well and support each other.
- 1.2 The school has established a school self-evaluation (SSE) mechanism. The team regularly reviews the effectiveness of various tasks and sets the school's development directions based on the results of stakeholder surveys, children's performance and the discussions in daily meetings. In this school year, the school regards enhancing children's verbal expression skills through reading books and strengthening children's understanding of Chinese culture by implementing diversified Chinese arts and cultural activities as its major concerns. The school devises the development plans in response to children's needs and the curriculum development trends. Moreover, it maps out the work in different aspects including teacher training, design of learning activities and parent participation. These measures are favourable for implementing the plans.

1.3 The school is keen to create an inclusive campus. Teachers are nice and amiable. They accept learner diversity and encourage children of different cultural backgrounds to learn and play together. The school caters for the needs of non-Chinese speaking (NCS) children and their parents. For instances, English translated version of school notices and homework assignment are provided to keep NCS parents informed of their child's learning and the school arrangements. The school has a mechanism to identify and refer children with special needs while utilising external resources to provide appropriate care and support for them. The school uses various communication channels to keep parents regularly informed about their children's school life. It also forms a parent volunteer team and allocates duties according to parents' preference. In order to enhance parents' competence in parenting, the school organises various parenting activities to help parents understand the direction of the school curriculum development, skills in handling children's emotions, etc. Thus, home and school work hand in hand to nurture children's growth.

2. Learning and Teaching

2.1 The school devises an integrated curriculum with real-life themes, helping children cultivate positive values, acquire skills and construct knowledge. Children are given sufficient opportunities to take part in music, physical, art and free choice activities, leading to a balanced daily schedule. The school puts effort into arranging mixed-age activities to foster children's social development. It makes good use of community resources to organise outdoor visits. To enrich children's learning experiences, the school not only allows children to engage with natural environment around campus but also takes them to visit the Hong Kong Zoological and Botanical Gardens. In respect of homework, some of the K3 homework is inappropriate. The school must review and remove such homework to cater for children's developmental needs.

2.2 The school formulates assessment items that are in line with the learning objectives, along with clear criteria. The thematic assessments cover all learning areas. Teachers continuously observe children's performance in different activities and keep the child assessment information in the learning portfolios to serve as evidence of children's growth. Teachers report children's learning and development to parents regularly so that parents can keep track of their child's situation. The school

consolidates and analyses the child assessment information as reference to inform the curriculum. At present, teachers have already adopted continuous observation to understand and assess children's learning. The school must cancel the assessment week immediately to avoid exerting unnecessary pressure on children.

- 2.3 The curriculum management mechanism of the school is solid. The management discusses the content of thematic learning and teaching strategies with teachers through meetings. It monitors the curriculum implementation and gives timely feedback by conducting classroom walkthroughs and providing in-class support. Teachers reflect on children's performance and activity arrangements after class and on a weekly basis. Some teachers are able to make suggestions for improvement. Building on the existing foundation, the management may lead teachers to give specific suggestions regarding the learning content, teaching strategies and activity design to further enhance the effectiveness of activities, including thematic learning, based on the performance of children in each grade level. The management has lesson observations regularly and holds in-depth discussions with teachers about the effectiveness of learning and teaching after class so as to enhance their professional competence. At the end of a school term, the teaching team conducts reviews to serve as a reference to curriculum planning of the next school year.
- 2.4 The school regards enhancing children's understanding of Chinese culture by promoting diversified Chinese arts and cultural activities as its major concern. It organises various festive activities during traditional festivals to provide more opportunities for children to learn about traditional culture. Such activities include holding Mid-Autumn Festival gala evening and Lunar New Year fair booth games for children to experience paper cutting, write spring couplets and taste traditional snacks like maltose crackers with gummy maltose and sugar-coated haws. Furthermore, children harvest the lettuce and carrots that they have grown in the school garden. Teachers explain the connotation these vegetables carried and ask children to share the food with their families at home. Children not only enjoy the fruits of their labour, but also learn the custom of traditional festivals. The effectiveness of the major concern has been seen. The school conducts the national flag raising ceremony on important days to let children learn the warranted etiquette, hence strengthening their sense of national identity. Another major concern of the school is enhancing children's verbal expression skills through reading. Teachers select suitable books, design thematic learning activities and give children chances to express their thoughts. As observed, children were eager to respond to teachers'

questions and spoke clearly and confidently. Some NCS children gave responses to teachers and communicated with their peers in fluent Cantonese. The school also arranges for children to borrow books on campus to read with their parents at home. The plan has yielded positive results.

- 2.5 The school makes good use of its environment to enable children to learn in nature. It sets up an outdoor garden to grow crops. K1 children learn to take care of and observe the growth of plants by following their senior schoolmates, which is conducive to nurturing children's sense of responsibility and observation skills. Children carry out outdoor activities which include drawing on the ground with coloured chalk and learning to use chopsticks to pick up pompons to strengthen their fine motor coordination. Teachers display children's works in the classrooms so that children can appreciate and learn from one another. Children unleash their imagination as they play different roles, make drawings or three-dimensional craftworks in the role-play and art corners. During the course of play, children and their peers learn to interact and cooperate with others. Children create artworks or assemble shapes attentively, having a good time. When summing up activities, teachers may organise children's experiences to help them consolidate or extend their learning as well as developing their creative and problem-solving skills.
- 2.6 Teachers are amiable, care for children and accept children's diverse needs. For example, QR codes are added on to the learning materials so that NCS children can listen to Chinese audio when necessary, thus helping children grasp the learning content. Teachers are conscientious in teaching. They use real objects and pictures to explain concepts and encourage children to learn through their senses. In tandem, teachers provide opportunities for children to express their thoughts and feelings. During music activities, teachers ask children to create rhythmic movements along the lyrics or change the lyrics. Children sing and perform rhythmic movements to the music, enjoying the pleasure of the activities. In addition to providing physical activities, teachers let children choose activities like throwing balls and tossing bean bags. Therefore, children have adequate opportunities to develop coordination skills.
- 2.7 Children love going to school. They take the initiative to greet others with enthusiasm and always wear a smile on their faces. Children of different cultural backgrounds get along well. They know how to respect and cooperate with each other, and play together, showing good affective and social development. Children follow teachers' instructions and classroom routines have been established.

Children have self-care abilities as they take the initiative to clean up after the activities, mop the floor after drawing on it and wash their own dishes after having snacks.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The school has established an SSE mechanism. Apart from keeping track of teachers' work in various domains, the management may also improve the appraisal system to encourage teachers to reflect on their own performances. This helps teachers have a better understanding of their strengths and development needs for making plans of further studies, thus enhancing their professional capacity continuously.
- 3.2 The school provides children with opportunities of taking part in various activities. However, it must cancel the assessment week immediately to adhere to the rationale of continuous assessment. Besides, some of the K3 homework is inappropriate. The school should review and remove the inappropriate homework to meet children's developmental needs.